

IMPROVING CHILDREN'S HEALTH THROUGH A COMPREHENSIVE NUTRITION APPROACH

An Evaluation of Nutrition Education in SHAPE California

Final Report



A Report for

**Nutrition Programs, Education, and Training Unit
Nutrition Services Division
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Executive Summary

In Year 3, the evaluation of SHAPE (Shaping Health As Partners In Education) California addressed the expansion of the case studies initially reported in Years 1 and 2. Qualitative data for the case studies was drawn primarily from observations and interviews conducted during site visits to the 12 Case Study districts in October-November 2000 by members of the evaluation team. In addition, telephone interviews were conducted with the Regional Nutrition Education Specialists (RNES's) working with these districts during the summer of 1999, as well as interviews with the Child Nutrition Partner at periodic intervals throughout the year. Documentation of the SHAPE California program from each district also contributed to the expanded case studies.

The evaluation design and subsequent sampling of districts for inclusion into the Case Study Component of the overall evaluation categorized districts as to whether they had received a Model Nutrition Education (MNE) grant, had access to the services of a Regional Nutrition Education Specialist (RNES), had both, or had neither. It was hypothesized that districts with both an MNE grant and an RNES would be more successful in promoting nutrition education within the district, while those with neither would be least successful.

In addition to the case studies, the Year 3 evaluation summarized the annual Work Plans and Self-Assessments requested of all SHAPE grantees, as well as the final reports from the Model Nutrition Education grantees.

Key Findings

The evaluation investigated six aspects of SHAPE California. The key findings from the case study analysis are summarized below according to these SHAPE California aspects.

The value placed on nutrition education

- By Year 3, nutrition education was on the rise as a priority in several of the Case Study districts. Consistent with the Year 2 findings, those districts with both a Model Nutrition Education grant and the services of an RNES were more likely to report that nutrition education was a greater priority than a year earlier, compared to the other districts. The services of an RNES also appear to have contributed to an increased importance of nutrition education within the district.
- The relentless demand for higher test scores led to an increased emphasis on math and language arts instruction in almost every district, slowing the rate at which nutrition education as a priority was growing. In those districts that saw an increase in nutrition education as a priority, the change appears to have come about because of the steady, long-term presence of a clear and persuasive voice speaking on behalf of nutrition education in the district and the forging of partnerships that made it possible.

- The presence of a Model Nutrition Education grant has a positive impact on the overall promotion of nutrition education in the district. Of the five functioning MNE grantees in the Case Study evaluation component, all improved their classroom nutrition education activities.

Nutrition education in the classroom

- By Year 3, three-quarters of the 12 Case Study districts had maintained previous positive progress or appear to have made strides at creating sustained nutrition education in the classroom. In this domain, the impact of both the Model Nutrition Education grants and the services of the RNES's can be seen. The Model Nutrition Education grants provided funds that supported the development and purchase of new curricula, as well as the provision of equipment such as cooking carts that allow teachers to integrate cooking and nutrition into their ongoing class activities. The RNES's provided or encouraged teacher training, encouraged some districts to apply successfully for SHAPE mini-grants which led to the purchase of additional curriculum materials, and focused MNE grantees on the development of the nutrition education.

Nutrition education in the cafeteria

- There was less change within the domain of creating nutrition education in the cafeteria between Years 1 and 2, and no apparent pattern was seen among the four groups of Case Study districts. In part, this may have been because the level of nutrition education in the cafeteria was already fairly high at the time of the Year 1 site visit. In Year 3, four districts appear to have strengthened their cafeteria-based nutrition education programs.
- Some modest changes in the school nutrition environment were observed during the site visits to the Case Study districts, including an increase in the number of school cafeterias that label the nutritional content of the foods offered, an increase in the number of nutrition messages printed on school lunch menus, and an increase in the number of healthy food choices in high school campus vending machines. However, the number of instances in which pro-active marketing of healthy foods was observed declined across the three-year study period.

Partnership between child nutrition and the classroom

- There was a fair amount of turnover among the Child Nutrition and Classroom Partners as people changed jobs, went on maternity leave, or became ill. This made sustaining a strong partnership more challenging. Across the 12 districts, two-thirds of the partnerships stayed the same between Years 2 and 3, but one-third declined.

- Among the five functioning Model Nutrition Education grantees¹, four reported strengthened partnerships in Year 2 and these partnerships generally sustained themselves into Year 3. In part, this may be due to the fact that the MNE funds paid for some of the release time of the Classroom Partner to work on curriculum development.

Nutrition-related policies

- Relatively little progress was made in improving district nutrition policies between Year 1 and Year 2. By Year 3, however, some improvements in nutrition-related policies were becoming visible with three districts reporting new or improved policies. Two of these districts had both an MNE and an RNES; one had an RNES only. Thus, the provision of technical support and funding appears to lead to improved policy-making, but this change takes time to happen.

Staff development

- The presence of a Model Nutrition Education (MNE) grant had a significant impact on the availability of staff development on nutrition education for teachers. Three of the five functioning MNE districts showed strengthened efforts in staff development and these changes were sustained in Year 3.
- The services of an RNES also contributed to improved staff training; five of the six districts served by an RNES strengthened their staff development efforts. Again, this pattern continued into Year 3.

These themes from the Case Study component were borne out in the quantitative analysis of district self-assessments and final program reports. The analysis compared Model Nutrition Education (MNE) districts and other districts that are in the SHAPE network but did not necessarily have current SHAPE funding. The analysis shows some differences in demographics and in areas of program emphasis. MNE districts had more time and activities devoted to building the partnership, a factor that was associated in the Case Study component with more positive program outcomes. MNE districts also had more district nutrition education policies in place, a factor that contributes strongly to the institutionalization of nutrition education in the district.

Recommendations

Based on the findings of the evaluation, several recommendations for future nutrition education efforts can be made:

- Multi-year funding must be available to support nutrition education. In SHAPE California districts with Model Nutrition Education grants, nutrition education

¹ One MNE district dropped out of SHAPE in Year 2.

increased as a priority over a period of three years. In addition, those districts improved their classroom nutrition education activities.

- Technical assistance from a nutrition education specialist should be available to support effective nutrition education. Case study districts with a Regional Nutrition Education Specialist (RNES) or with a district nutrition education specialist showed increased importance of nutrition education, had more staff development, and were successful in obtaining other nutrition-related grants.
- Funding and technical assistance also contribute to the development of nutrition education policies, but this change takes time to happen. Policies are a major means of sustaining nutrition education as a priority within a district.
- Staff development in nutrition education is needed for teachers and child nutrition staff. Staff development provides information and planning time for ways to integrate nutrition education into the core curriculum and link classroom instruction with cafeteria activities. These are new endeavors for many teachers and for most child nutrition staff. Unfortunately, opportunities for staff development in most California districts have been severely truncated because of budget restrictions. Targeted grant monies and/or a nutrition education specialist make training and technical assistance possible.
- Partnerships between child nutrition and the classroom contribute to the success of nutrition education programs. Strong partnerships are those in which both partners take responsibility for the program and consider it to be a priority. Again, targeted funding provides time for partners to plan and implement activities together. The classroom component of nutrition education is central to the program's success, and districts where the Classroom Partner did not participate fully did not improve.
- Partnerships between child nutrition and the classroom also contribute to the program's sustainability. In districts where the program relied primarily on the child nutrition partner, the program suffered when that partner took leave or burned out.
- Ways for teachers to be committed to and involved in the nutrition education program must be created. Teachers should be involved in initial planning, including the grant-writing process, and classroom partners should be carefully selected for their interest in nutrition, and ability to mobilize other teachers and follow through.
- District and site-level administrators must be actively supportive of the district's nutrition education program for it to be effective. Strong administrative support results in district nutrition education policies, facilitation of grant development, and facilitation of other elements that make for a successful program: staff development, teacher release time, inclusion of nutrition in the curriculum, stronger ownership by teaching staff, and parent and community support.

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Introduction

This report summarizes the findings of the final year of the three-year evaluation of SHAPE California. The evaluation consisted of two components: Case Studies, and district Self-Assessments. This report summarizes the status of nutrition education promotion in the 12 Case Study districts through case studies of each district, and provides a comparative analysis of Self-Assessments from SHAPE California districts between Year 1 and Year 3 of the evaluation.

Background

In 1989, the Education and Training Unit (formerly the Nutrition Education and Training [NET] Program) in the California Department of Education's Nutrition Services Division launched the *Child Nutrition: Shaping Healthy Choices* campaign. This campaign was designed to help California children form eating habits that promote health, reduce the risk of chronic disease, and support optimal learning, growth and physical activity. The SHAPE (Shaping Health As Partners in Education) California approach was developed as part of the campaign.

In March 1997, the Education and Training Unit was awarded a five-year grant from The California Endowment (TCE) to develop, field test and disseminate implementation strategies that promote the SHAPE California approach in every California county and in every agency that was interested in making a commitment to an agency-wide comprehensive health system. As part of this effort, the NET Program:

- Established Regional Nutrition Education Specialist (RNES) positions in five regions of the state to provide support and technical assistance to SHAPE California agencies;
- Funded Model Nutrition Education (MNE) grants to develop implementation strategies for sustainable model nutrition education programs that are comprehensive, sequential, and culturally relevant for California's children and youth in pre-kindergarten through grade 12; and
- Developed a plan for assessing the needs of SHAPE California districts and evaluating the impact of providing comprehensive nutrition services as part of a comprehensive agency-wide health system.

The SHAPE California Approach

Working as a team within each district, child nutrition staff, teachers, school administrators, families and the community work to provide a consistent nutrition message in child nutrition programs, classrooms, and throughout the school environment. Specifically, the SHAPE California approach includes:

- Offering healthy meals in child nutrition programs;
- Promoting comprehensive, sequential nutrition education;
- Applying school nutrition policy and practices; and

- Building and maintaining partnerships within the school and within the community that support comprehensive nutrition services.

The SHAPE California approach does not prescribe what activities a district plans or how they are implemented within these four overlapping domains. Each district's plan is therefore highly responsive to its school and community environment.

As of November 2000, there were 92 school districts in the SHAPE California network; this represents seven fewer districts than in 1999, and two fewer than 1998. To be part of the network, districts agree to (1) support the mission of SHAPE California by implementing comprehensive nutrition services, (2) participate in statewide networking meetings, and (3) submit documentation of their activities. All districts in the network receive at least start-up funding, but many current districts participate without SHAPE California funding.

Evaluation

The overall evaluation study contains three components:

1. **Needs Assessment:** identifies what schools need in order to provide effective, sequential, culturally-relevant nutrition education;
2. **Case Studies:** a description of how selected SHAPE California districts designed and implemented their nutrition education programs, and a comparison of the impact in these districts of Regional Nutrition Education Specialists (RNES's) and Model Nutrition Education (MNE) grants;
3. **Analysis of District Self Assessments:** a description of the impact of SHAPE California on participating districts over time through a quantitative analysis of their annual self assessment reports.

All three evaluation components investigated the following aspects of SHAPE California:

- The value placed on nutrition education;
- Nutrition education in the classroom;
- Nutrition education in the cafeteria;
- The partnership between child nutrition and classroom;
- Nutrition-related policies; and
- Staff development.

The term “nutrition education” refers to the full range of activities within a district and school that promote healthful eating practices, including offering healthy foods, promoting nutrition education, and implementing nutrition policies.

Component 1, the needs assessment, was completed in July 1998 and results are contained in a separate report. The Year 1 Evaluation Report described the methods and findings to date of Component 2, Case Studies and Component 3, District Self-Assessments. This Year 2 Evaluation Report focused exclusively on the case studies.

Case Studies Component

Process and outcome data were collected over three years through site visits and telephone interviews with 12 SHAPE California districts² that were selected for a case study according to certain criteria. Annual telephone interviews were conducted with the Regional Nutrition Education Specialists (RNES's) who provided assistance to some of the Case Study districts. An incremental case study of each district was built, with special attention paid to the expansion of the program over time, such as increases in the number of teachers and grade levels.

Design

This component of the evaluation describes what each of the 12 selected Case Study districts reported along the six dimensions mentioned previously:

- the value placed on nutrition education;
- how nutrition education is being taught in the classroom;
- what is happening to educate students about nutrition in the cafeteria, and how this links with classroom activities;
- the partnership between child nutrition and teaching staff;
- the existence and implementation of nutrition policies; and
- the inclusion of nutrition education in staff development.

As noted in the Introduction, RNES's began providing support and technical assistance to SHAPE California districts in November 1997 in six regions of the state. In June 1998, 16 Model Nutrition Education (MNE) grants were funded for two years; one subsequently dropped out. In the second and third years of the Case Studies component, the comparative impact of variations in the SHAPE California Program (such as presence or absence of the RNES's and MNE grants) on the above dimensions were assessed. Table 1 illustrates the four points of comparison.

Table 1
Case Study Evaluation Design

	Model Nutrition Education Grant	No Model Nutrition Education Grant
Regional Nutrition Education Specialist	3 districts, 2 schools each	3 districts, 2 schools each
No Regional Nutrition Education Specialist	3 districts, 2 schools each	3 districts, 2 schools each

² Morgan Hill Unified, an MNE grantee, dropped out of SHAPE during Year 2. However, the district was willing to remain in the evaluation, and site visits and interviews were conducted in Years 2 and 3.

Sample

Twelve SHAPE California districts were selected to represent a balance of elementary, middle and high school grade levels; regional location; size of student enrollment; student ethnicity; percentage of students eligible for free or reduced-price meals, and length of time as a SHAPE California district. Districts were invited to participate as a Case Study district in the Spring of 1998; a mini-grant of \$1,000 was awarded to those who joined the project. Table 2 displays the 12 selected districts and schools in each cell of the evaluation design, while Table 3 shows demographic information for these districts.

Table 2
Case Study Sample

	Model Nutrition Education Grant	No Model Nutrition Education Grant
Regional Nutrition Education Specialist	<i>El Monte City Elementary</i> Durfee Elementary Rio Hondo Elementary <i>Elk Grove Unified</i> Kennedy Elementary Prairie Elementary <i>New Haven Unified</i> James Logan High Bernard White Middle	<i>Antioch Unified</i> Mission Elementary Turner Elementary <i>Burton Elementary</i> Burton Elementary Burton Middle <i>Montebello Unified</i> Montebello Park El. Suva Intermediate
No Regional Nutrition Education Specialist	<i>Morgan Hill Unified</i> Live Oak High ³ <i>Pajaro Valley Joint Unified</i> Hall Elementary Salsipuedes Elementary <i>Summerville Elementary</i> Summerville Elementary ⁴	<i>Paradise Unified</i> Pines Elementary Ponderosa Elementary <i>Riverside Unified</i> Castle View Elem. Washington Elem. <i>San Jose Unified</i> ⁵ Randol Elementary Leland High School Washington Elem.

³ Live Oak High School is the only school in Morgan Hill Unified targeted for SHAPE California. This district dropped out of SHAPE in Year 2, but remained part of the evaluation.

⁴ Summerville is a single-school district.

⁵ The Year 1 site visit addressed two elementary schools and one high school. The Year 2 site visit addressed Leland High School and Washington Elementary School.

Table 3
Demographics of Case Study Districts, 2000

District	County	Location	Size	% Ethnic Groups	% Eligible F/R Meals	SHAPE Target Grades
<u>RNES + MNE Grant</u> El Monte City Elementary	Los Angeles	S, Region 9B	11, 629	AI/AN: .1 A/PI: 13.5 Fil: .7 His: 78 AA: .8 Wh: 6.5	83.9	5-8
New Haven Unified	Alameda	C, Region 4	14,029	AI/AN: .3 A/PI: 20.2 Fil: 17.4 His: 28.8 AA: 11.2 Wh: 22	31.9	9-12
Elk Grove Unified	Sacramento	N, Region 3	42,484	AI/NA: 1.3 A/PI: 17.5 Fil: 4.9 His: 16.8 AA: 19.4 Wh: 40.3	40.3	P-8
<u>MNE Grant Only</u> Morgan Hill Unified	Santa Clara	C	9, 295	AI/AN: .4 A/PI: 5.4 Fil: 1 His: 35 AA: 2.3 Wh: 56	24.5	10-12
Pajaro Valley Joint Unified	Santa Cruz	C	19,400	AI/AN: .3 A/PI: 1.3 Fil: 1.2 His: 73.1 AA: .6 Wh: 23.6	54	1-2
Summerville Elementary	Tuolumne	N	474	AI/AN: 7.4 A/PI: 2.3 His: 5.3 Wh: 84.6 Fil: .4	55	2-4

Table 3 (continued)
Demographics of Case Study Districts, 2000

<u>RNES Only</u>				AI/AN: .7 A/PI: 2.7 Fil: 4.6 His: 42 AA: 1 Wh: 49.1		
Burton Elementary	Tulare	C, Region 7	2,208		53.2	K-8
Antioch Unified	Contra Costa	C, Region 4	18,522	AI/AN: 1.3 A/PI: 4.6 Fil: 3.8 His: 21.6 AA: 12.2 Wh: 56.4	30.5	K-6
Montebello Unified	Los Angeles	S, Region 9B	33, 999	AI/AN: .1 A/PI: 5.8 Fil: .3 His: 91 AA: .4 Wh: 3.5	75.6	K-8
<u>Standard</u>						
Paradise Unified	Butte	N	5,596	AI/AN: 1.4 A/PI: 1.3 Fil: .3 His: 5.1 AA: .8 Wh: 91.1	35.5	K-12
San Jose Unified	Santa Clara	N	32,843	AI/AN: 1.8 A/PI: 13.1 Fil: 1.8 His: 49.6 AA: 3.1 Wh: 30.7	39.8	K-12
Riverside Unified	Riverside	S	36,713	AI/AN: .8 A/PI: 3.7 Fil: .7 His: 40.6 AA: 10.3 Wh: 43.8	47.3	K-12

AI/AN American Indian/Alaska Native
A/PI Asian/Pacific Islander
Fil Filipino

His Hispanic
AA African American
Wh White

Method

Data for this component of the evaluation were gathered through site visit interviews, district and RNES telephone interviews, and review of monthly RNES activity reports.

Site Visits

A five member Evaluation Team scheduled and conducted an annual site visit during October and November to each Case Study district and the selected Case Study schools. Each team member was assigned specific districts with which she continued contact throughout the evaluation. During the site visit, individual **interviews** were held with both SHAPE California partners and individual or group interviews were conducted with teachers. In Years 1 and 3, individual interviews were also conducted with administrators, parents, child nutrition staff, and school board members.

An **environmental scan** was also completed during each site visit. This consisted of a walk-through of each school, using an observation checklist, to note the presence/absence of healthy foods in vending machines, snack bars, teachers' lounge, competitive vendors, etc.; posting of nutrition policies; posting of nutrition education information in the cafeteria; atmosphere of the cafeteria, etc.

Telephone Interviews

Brief interim telephone interviews were conducted annually with each SHAPE California partner in the winter and spring to document successes and obstacles during the year. Annual summer interviews were also conducted with the RNEs and the state nutrition education consultant. These interviews informed the case studies presented in this report.

RNES Activity Reports

Monthly progress reports from the RNES's beginning in October 1998 were reviewed to ascertain what technical assistance has been delivered to the Case Study districts.

Instruments

Data for the district case studies were drawn from semi-structured interview protocols, an observation grid, and a teacher questionnaire. All Year 3 instruments are included in Appendix A.

Findings

This section describes the progress of the 12 Case Study districts in promoting nutrition education between fall 1998 and fall 2000. Individual district case studies are in Appendix B. The findings reported in the case studies and summarized here are based on qualitative data, i.e., observations and opinions expressed by a variety of participants made at a single point in time. The analysis of qualitative data requires a search for patterns within the reported data.

Making Nutrition Education a Priority

There was no difference in key informant responses to this question among the four types of districts (Grant + RNES, Grant only, RNES only, Standard) at the beginning of Year 1. Key informants did not usually make the distinction between nutrition and nutrition education. Everyone who was interviewed in every district said that students should be fed and well nourished, and they were very aware of the relationship between adequate nutrition and learning. Several gave examples of planned nutrition interventions. For example, staff at one school in Paradise (Butte County) planned to have nutrition breaks as a strategy for raising test scores.

However, when interviewees were asked about whether nutrition education is a priority within the classroom, school or district, most responded that it is not. Although in some districts—Morgan Hill, Paradise, Antioch--there was excitement expressed in Year 1 about nutrition education and about SHAPE California, nutrition education was generally seen as an “extra.” In some districts nutrition did not appear in the scope and sequence for any subject. Even in a district such as Elk Grove, in which health education (including nutrition) is a priority, the emphasis is still firmly on basic skills. Most teachers and administrators said they are unable and unwilling to take time away from other required subjects to fit it in.

By Year 2, five of the 12 Case Study districts reported that nutrition education was on the rise as a priority. By Year 3, it had continued to rise as a priority in three of these districts and remained a high priority in a fourth. Those districts with both a MNE grant and the services of an RNES were more likely to report that nutrition education was a greater priority than a year earlier, compared to the other districts. This is a pattern that held true over the final two years of the study. The services of an RNES also appeared to have contributed to an increased importance of nutrition education within the district in Year 2; this pattern was less clear in Year 3.

In Year 2, there were specific and sometimes unique reasons that these five districts reported an increase in nutrition education as a priority, which makes it difficult to attribute change solely to the efforts of the SHAPE program. For example, in the Montebello Unified School District, the *Los Angeles Times* ran an article reporting the results of a 10-year longitudinal study that indicated that Latino children in the district had a much higher incidence of diabetes, were more overweight, and were in poorer physical condition than other Latino children elsewhere in the state. An Assemblyman who represents the area in the State Legislature and who previously sat on the Montebello school board, called a town meeting to discuss the topic. As a result, several parents became involved and have been reviewing district nutrition and nutrition education practices. In this case, parent demand and publicity led to increased attention to nutrition education.

Alternatively, respondents in the El Monte School District reported that a fierce political battle for control of the school board was in process at the time of the Year 2 site visit. As a result, nutrition education appeared to decrease as a priority in this district.

In Year 3, there appeared to be fewer external forces at work influencing how high a priority was placed upon nutrition education within a district. The relentless demand for higher test scores led to an increased emphasis on math and language arts instruction in almost every district.

Health and nutrition education tend to take a back seat to other instructional priorities. In those districts that saw an increase in nutrition education as a priority, the change appears to have come about because of the steady, long-term presence of a clear and persuasive voice speaking on behalf of nutrition education in the district and forging partnerships that made it possible.

Examples of these districts include Elk Grove, El Monte and Montebello, which have been able to sustain nutrition education efforts for many years. The New Haven School District, also a long-time member of the SHAPE network, intensified its efforts under a Model Nutrition Education grant. During the initial site visits, neither district-level administrators nor the school board member in New Haven expressed high enthusiasm for nutrition education. By the Year 3 site visit, however, the Director of Curriculum spoke knowledgeably and enthusiastically about the changes in the high school curriculum that were created under the MNE grant and the school board member discussed the importance of good nutrition for learning and praised the work of the Child Nutrition Partner, citing specific changes that she had brought about.

Creating Sustained Nutrition Education in the Classroom

Again, there was no difference in responses in the different types of districts at the time of the baseline visits. At the elementary level, teachers who were interested in nutrition and know something about it taught some very creative activities with students at different points throughout the year—not because the curriculum required it but because they were committed to it. Many taught nutrition as a brief unit once during the year; some others reported integrating nutrition into other subjects in a minimal way (for example, teaching about apples on Halloween—tasting, writing about, and graphing). Several elementary schools had gardens and/or gardening projects. Those that were functioning taught the children about food and nutrition and also encouraged them to eat healthy foods they grow.

In several districts that target elementary schools in their SHAPE California activities, nutrition education was promoted and often implemented by the SHAPE Child Nutrition Partner. In these districts, teachers reported that nutrition education would not have occurred otherwise.

At the secondary level, interest in nutrition often focused on eating disorders. In one high school nutrition was integrated into biology, home economics and agriculture.

By Year 2, ten of the 12 Case Study districts appeared to make strides at creating sustained nutrition education in the classroom. By Year 3, nine had maintained or increased the amount of classroom-based nutrition education. In this domain, the impact of both the MNE grants and the services of the RNES's can be seen consistently over the final two years of the study period.

The MNE grants provided funds that supported the development and purchase of new curricula, as well as the provision of equipment such as cooking carts that allow teachers to integrate cooking and nutrition into their ongoing class activities. Among the curricula developed are a unit on nutrition for inclusion in the required 9th grade life skills classes at James Logan High School in the New Haven Unified School District, nutrition education activities for second graders in Pajaro, and an updated nutrition curriculum in Elk Grove. New Haven, El Monte, Pajaro and Summerville have all added cooking carts. All of the five districts receiving an MNE

grant (one returned the monies, and is no longer considered an MNE grantee) demonstrated steps toward sustaining nutrition education in the classroom and were able to sustain this pattern over the final two years of the study period.

The role of the RNES's in promoting sustained nutrition education in the classroom is also apparent in these districts. Two examples of the contributions that the RNES's have made are: 1) the provision of training to teachers in the Antioch School District which introduced teachers to new materials and motivated them to apply successfully for SHAPE mini-grants which led to the purchase of additional curriculum materials; and 2) the refocusing of New Haven's MNE grant that led to the development of the nutrition unit for the life skills classes.

Sustained nutrition education in the classroom improved, however, even among districts not directly served directly by an RNES, partly because these districts had the services of a statewide nutrition education consultant. For example, Summerville Elementary School District adopted an idea for using parents to promote parental involvement in nutrition education that the consultant had suggested. However, strides were made everywhere. For example, the Riverside Unified School District, which has no MNE grant or the direct services of an RNES, used student interns to cross-reference all nutrition education materials held by Nutrition Services to the academic standards in the core subjects. A catalog was created and disseminated to teachers in the district. In addition, a monthly thematic calendar which related nutrition education materials clustered around a theme and the academic standards to which these materials were related was disseminated to teachers to "market" the overall standards-referencing effort.

Three districts saw a decline in nutrition education in the classroom between Years 2 and 3. Two of these cases were related to the nature and quality (or lack thereof) of the partnership between Child Nutrition and the Classroom. In a small rural district, the Child Nutrition Partner did not build a strong partnership with the teaching staff because she tried to do all the work herself. As a result, she became burned out on nutrition education; meanwhile, staff from the instructional side of the district began developing proposals for a garden grant and other projects with which the Child Nutrition Partner was not involved. As time went on, the schism between Child Nutrition and the Classroom grew wider. One suburban Case Study district withdrew from the MNE grant program and returned the funds to SHAPE. Staffing had changed since the writing of the grant application, and the new Child Nutrition Partner and Classroom Partner were not able to make a go of things early in Year 2. This experience has left a residue of bitterness in the district toward nutrition education. As a result, one staff member described the future of nutrition education in the district as "bleak."

Finally, the Child Nutrition program in a large urban district that had an active nutrition education program underway fell on hard times when the former Food Services Director resigned under fire. He left a department that was financially decimated and the current Director is focused on rebuilding the integrity of the department. Therefore, most nutrition education activities have been suspended for lack of funds until the food services program is back on its feet financially.

Promoting Nutrition Education in the Cafeteria

The Year 1 site visits revealed that the extent to which nutrition education is visible in the cafeteria varied among the 12 districts. In San Jose Unified, Food Services received special funding for Kids Cooking Week, Mr. Banana and Dairy Council materials. Riverside gave cafeteria tours to students in which they meet the chef and do food tastings. In most districts, however, nutrition education consists of the meals themselves, posters on the walls, and food service staff who encourage students to try fresh fruits and vegetables. Several districts, such as Paradise, El Monte, Riverside, and Antioch, mentioned printing nutrition-related information on the lunch menus that go home to parents. The school environment scan (see below) found that only seven schools (of 22) did this in Year 1 as well as in Year 3. Districts with garden projects featured garden produce in a salad bar. Paradise held school-wide nutrition education events in the cafeteria, to which parents and others in the community are invited.

There was less change within the domain of creating nutrition education in the cafeteria between Years 1 and 2, and no apparent pattern was seen among the four groups of Case Study districts. By Year 3, however, four districts appear to have strengthened their cafeteria-based nutrition education programs. However, the level of nutrition education in these cafeterias may already have been fairly high at the time of the Year 1 site visit.

A major stride forward was made by the San Jose Unified School District when the school board recognized nutrition education as one of five priority activities conducted by the Food Service Department. This reinforced and supported the role of the Child Nutrition Partner. Unfortunately, the board did not commit additional funds to support this activity. As a result, nutrition education has been relegated to summer school, and generally declined during the regular school year between Years 2 and 3.

Environmental Scan. During each of the three annual site visits between 1998 and 2000, evaluation team members observed the nutrition “environment” of the school, noting the appeal of the school cafeteria as a place to eat, the nature and variety of foods, etc. Because the number of schools included in the Case Study districts is relatively small, the information gathered via the environmental scan is not statistically accurate but indicative of trends in the school environmental.

Across the three years, relatively little change was observed in the appeal of the cafeterias as places to eat nor in the types of food items that were offered. In all schools, cafeteria workers presented themselves in a professional manner consistently across the study period.

Some changes were observed. Although the number of schools exhibiting each of these changes was modest, the overall trend is noteworthy. On the positive side, there was an increase in the number of school cafeterias that labeled the nutritional content of the food selections (although the majority still do not); an increase in the number of nutrition messages—including nutritional content—printed on school lunch menus; a decline in the number of fast food concessions in the cafeteria; and an increase in the availability of healthy food choices in high school campus vending machines. The only negative trend was in a decline across the three years in the number of instances in which pro-active marketing of healthy foods was observed. Nonetheless, the data

suggest a trend toward a more healthful nutrition environment in the Case Study schools over the past three years.

Fostering a Sustained Partnership Between Child Nutrition and the Classroom

The baseline interviews found that the quality of the child nutrition/classroom partnerships does not seem to be related to the type of Case Study district or to the district's length of time in SHAPE California. Most districts reported that the relationship between the Child Nutrition and Classroom Partners is good—there is mutual respect, good and frequent communication and some shared planning and resources. Several Child Nutrition partners mentioned that an important criterion for gauging the relationship is whether the Classroom Partner values and supports nutrition education. Three districts had no designated Classroom Partner at the time of the Year 1 site visit because of changes in school or district staff. In one of these districts there was, nevertheless, communication and positive relations between the Child Nutrition Partner and administrative and teaching staff at the designated SHAPE California schools.

Sustaining a partnership between Child Nutrition and Classroom between Years 1 and 2 was difficult for some districts, in part because there was a fair amount of turnover among the Partners for reasons that included people leaving the district, being promoted, becoming pregnant and/or becoming ill. In these cases, new relationships had to be forged. For these reasons, across the 12 districts, half of the partnerships became stronger between Year 1 and Year 2 and half became weaker.

Between Year 2 and Year 3, eight of the partnerships stayed the same in terms of their quality, but four declined. In the New Haven Unified School District, the partnership declined only mildly, and then only because the Classroom Partner took a leave of absence from the district and the new co-Partners who took her place had a different emphasis and less time to devote to SHAPE. In one district, the continued fallout from the failure of its MNE project worsened the partnership. In another, the Child Nutrition Partner is focusing exclusively on restoring the health of the food services program and does not have time to devote to SHAPE or the partnership. In the fourth district, lack of funds to sustain the SHAPE program leaves the partners with few issues to discuss between them.

Among the five functioning MNE grantees, four reported strengthened partnerships in Year 2 and these partnerships generally sustained themselves into Year 3. In part, the growth in the partner relationships may have been due to the fact that the MNE funds paid for some of the release time of the Classroom Partner to work on curriculum development. This was true, for example, in both the New Haven and Summerville districts.

Planning and Implementing Staff Development

In Year 1, Elk Grove and El Monte (both RNEs + Grant Case Study type) were the only districts reporting staff development on nutrition education that includes both teachers and child nutrition staff. Some of the topics covered were integration of nutrition education in to the core curriculum, the relationship between nutrition and learning, and classroom nutrition activities. Two districts were conducting minimal staff development on nutrition education, and seven

reported no staff development. Several of these districts have eliminated staff development days altogether because of budget crises, a lengthened school year and a shortage of substitute teachers.

In Year 2, the availability of teacher inservice days remained a problem in some districts. Six of the districts, however, made some efforts to provide staff development for teachers and four districts sustained these improvements from Year 2 to Year 3. These efforts varied widely. In Elk Grove, for example, where two nutrition education specialists share a 1.2 FTE position paid for by the district, half of the district's teachers received inservice training.

The presence of a MNE grant had a significant impact on the availability of staff development on nutrition education for teachers. Three of the five functioning MNE districts showed strengthened efforts in staff development. These were sustained into Year 3. Some adopted innovative approaches. For example, Summerville Elementary School District used a nutritionist from the Tuolumne County Cooperative Extension service to provide inservice training to teachers.

The services of an RNES also contributed to improved staff training; five of the six districts served by an RNES strengthened their staff development efforts and this continued into Year 3. The RNES's provided materials, referrals and ideas for staff development to the SHAPE districts.

Developing and Implementing District Nutrition Policies

Most districts have written policies on competitive food sales, use of food production facilities, and placement and accessibility of vending machines, according to informants in the Year 1 site visits. Some included the criteria for school meal nutrient content as a nutrition policy. No school had any policy related to nutrition education, vending machine contents, or foods at schoolwide events, although two districts expressed some interest in developing such policies. A high school in one district had recently signed a contract to place and advertise Coke and Sprite vending machines on campus, and another district was about to sign up with Coca Cola district-wide. Some schools or classrooms had informal policies related to sweets at parties, food in the classroom, foods sold at fund-raisers.

Relatively little progress was made in improving district nutrition policies between Year 1 and Year 2. Most Child Nutrition Partners felt that making changes in policy would be difficult and many seemed reluctant to take up the challenge. In some districts, fiscal or political crises dominated district discussions, leaving infertile ground for planting the seeds of new policies. However, when a district's Food Service Director gets up the gumption to approach the school board, the results can be impressive. As noted earlier, an impressive policy victory was won in the San Jose Unified School District with the recognition by the board of nutrition education as one of five priorities of the Food Service Department. In Year 1, the board had been only marginally supportive of the goals of the SHAPE program. The staff made a presentation to the board emphasizing the importance of nutrition and learning and test results. The school board was primarily concerned that nutrition education not drain resources from the general fund and that the cafeteria would be self-supporting or income-generating for the schools.

By Year 3, however, some improvements in nutrition-related policies were becoming visible with three districts reporting new or improved policies. In El Monte, for example, the Child Nutrition Partner participated with the newly-elected school board during the spring of 2000 in a process to rewrite the district policy and procedures manual. (As of the time of this report, the board is committed to adopting the new policies by Fall 2001.) In Montebello, the Food Services Director reported that the new superintendent asked that all district policies be reviewed and revised. She participated in strengthening discussions of nutrition services and the child nutrition program in the new policies, including topics such as the importance of food served at school reflecting the concepts of good nutrition taught in the classroom and that refreshments at school parties should reflect good nutrition.

Assistance from Regional Nutrition Education Specialists

Regional Nutrition Education Specialists are funded to provide leadership, technical assistance, staff development, and resources to promote culturally relevant nutrition education in schools within their regions. Areas of technical assistance and training include ways to integrate nutrition into existing core curriculum subject areas, build the connection between the classroom and school cafeteria, and promote sound nutrition policy. The RNES's assist SHAPE California agencies in implementing and assessing their work plans, and collaborate with other child nutrition and CDE staff to ensure a consistent approach to nutrition education.

Six of the 12 Case Study districts are in regions served by an RNES. Between September and November, 1998, five of these six Case Study districts asked for and received some form of support or technical assistance from an RNES. Technical assistance consisted of responding to questions by telephone, attending a meeting (for example, of a nutrition education task force), observation and feedback of a nutrition education lesson, attending teacher/child nutrition training, and brainstorming of ways to integrate nutrition into elementary-level lessons.

In 1998-1999, all six of the Case Study districts with an RNES received technical assistance. Assistance was similar to activities in 1998. During this time period, three additional Case Study districts who were not served by an RNES received help or a site visit from the CDE nutrition consultant who is responsible for all non-RNES districts.

In Year 3 of the evaluation—1999-2000—all six Case Study districts received assistance from their RNES, and five Case Study districts without an RNES had contact with the CDE nutrition consultant. Only one (large urban) Case Study district had no contact with the SHAPE California state nutrition staff.

Because of the evolution of the SHAPE California infrastructure, all districts in the Case Study component therefore received some degree of technical assistance. Districts served by an RNES, however, received more in-depth assistance; in fact, two districts in Southern California worked with the RNES on more than five occasions each.

Conclusions

Looking at the 12 Case Study districts over the three year study period, seven of the 12 districts appear to have strengthened their overall efforts at promoting nutrition education across all domains or had good programs that stayed the same, and five declined. When efforts declined or stayed the same, it was often because the Child Nutrition Partner was not available (e.g., one Child Nutrition Partner was in a serious car accident in Year 2 which limited her SHAPE efforts) or because of unusual situations with the districts, such as the political atmosphere in another district at the time of the Year 2 site visit. However, another important influence was the steadily increasing emphasis placed on basic skills instruction and testing at the expense of nutrition education.

An important finding is that, as hypothesized, the presence of a Model Nutrition Education grant had a positive impact on the promotion of nutrition education in the district. Of the five functioning MNE grantees in the Case Study, three strengthened their efforts, one grantee, which was already functioning at a high level, stayed the same, and one declined slightly.

Also as hypothesized, of the six districts enjoying RNES support, five either sustained good programs or grew stronger, and one declined. Of the six districts not served by an RNES, one reported strengthened SHAPE efforts, one was mixed and four reported weaker efforts. The difference between these two groups, however, is not entirely clear-cut since the latter group received technical assistance upon request from a state nutrition education specialist, and several districts pointed to specific ways in which she contributed to their program.

The three districts that had both an MNE grant and an RNES also had other nutrition education grants, and two of the three districts with an RNES only had additional nutrition funding. None of the districts that were MNE only or had neither an MNE nor an RNES had additional funding for nutrition education. Having a relationship with an RNES seems to have resulted in access to information about funding opportunities, and/or technical assistance in applying for grants.

Finally, as noted earlier, the services of an RNES made a pronounced difference in some specific areas that the RNES's emphasized throughout the year, notably sustaining nutrition education in the classroom and staff development. Overall, these findings point to the importance of providing technical support to school districts in promoting nutrition education.

A consistent factor that appeared to contribute to the progress of the 12 Case Study districts in their overall promotion of nutrition education was the strength of the partnership between the Classroom and Child Nutrition. There appears to be a strong rationale for the SHAPE philosophy of building a partnership between the two domains, and SHAPE should continue to explore ways to build stronger, sustainable partnerships within districts. When strong partnerships are not created nor sustained, the Child Nutrition Partner often experiences burnout trying to "do it all."

Equally striking is the importance of long-term sustained efforts at promoting nutrition education. Districts such as El Monte, Elk Grove and Montebello, which have been in the SHAPE network for many years, have been able to make incremental changes—in staff

development, in classroom partnerships, and in the adoption of nutrition-related partnerships—over time, resulting in solid, effective programs.

Analysis of District Self-Assessments

Every year, school districts in the SHAPE California network describe their objectives and activities for the coming year in a Work Plan. They report on their progress at the end of each year in by completing a Self-Assessment. The Self-Assessment asks three questions for each SHAPE activity: (1) if the SHAPE partners completed the activity as described in the Work Plan; (2) if not, why not; and (3) how effective the activity was.

Although the Model Nutrition Education (MNE) grantees (described in the Case Study Evaluation Component) are part of the SHAPE California network, they did not complete a Self-Assessment. Rather, they produced a detailed Final Program Report containing information that is generally parallel to the Self-Assessments.

Findings

This section of the report summarizes the activities of 47 SHAPE California districts during 1999-2000. This number includes 10 Model Nutrition Education (MNE) grantees and 37 Other SHAPE Districts that submitted both Work Plans for 1999-2000 and Self-Assessments at the end of that school year.

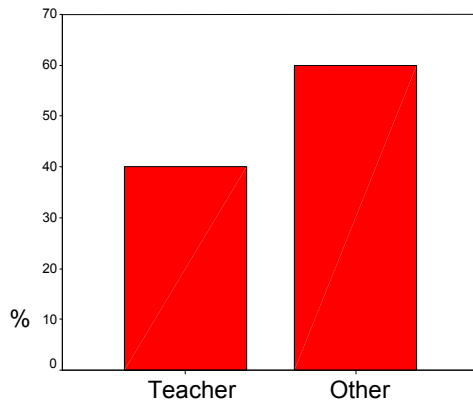
This set of reports represents about one-half of all SHAPE California districts. Because the pattern of activities of the other half is unknown, these findings should not be considered as conclusive.

Demographic Characteristics

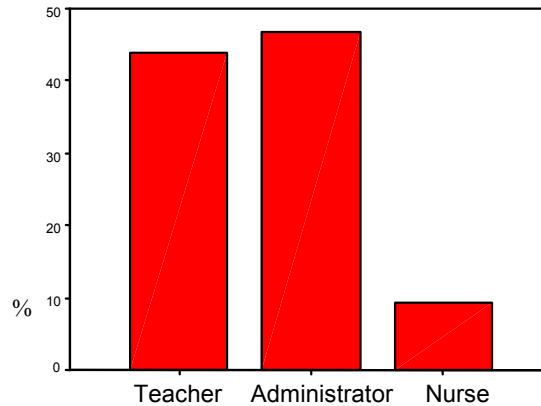
Model Nutrition Education (MNE) grantees are similar to Other SHAPE Districts in some important ways. In about four out of ten cases, a teacher serves as the Classroom Partner in both types of districts and eight out of 10 in both categories had the services of an RNES available during the study period. Table 4 shows the percentage of teachers versus other school staff who acted as the SHAPE Classroom Partner.

Table 4
Position or Role of SHAPE Classroom Partners
1999-2000

Model Nutrition Education Grants
(N=10)



Other SHAPE Districts
(N=37)

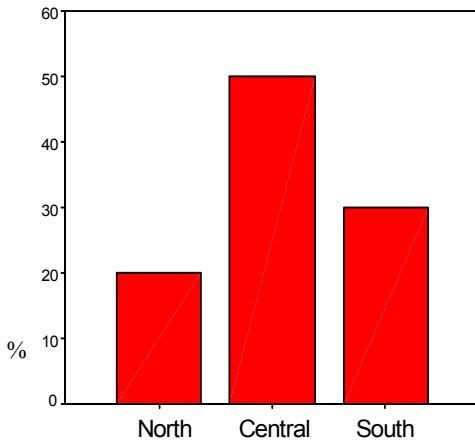


*Other = Food Service staff, department coordinator, Healthy Start specialist, Director of Curriculum, Administrator, nutrition education specialist.

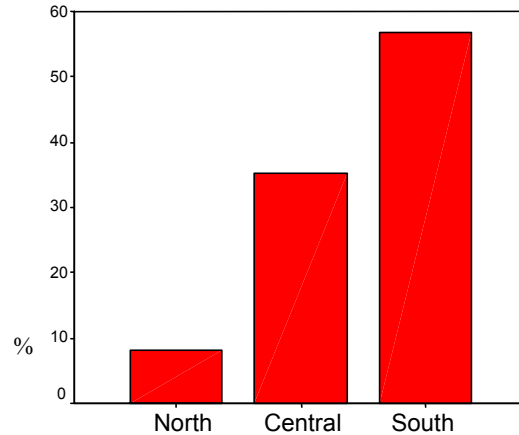
In general, however, there are some clear demographic differences between the two types of districts. MNE grantees are more likely to be located in Central or Northern California, whereas Other SHAPE Districts are more concentrated in Southern California. In Year 1 of the evaluation, the distribution of SHAPE California districts was nearly equal between Central and Southern California, with fewer in the North. The geographic location of districts is shown in Table 5.

Table 5
Geographic Location of SHAPE California Districts
1999-2000

Model Nutrition Education Grants
(N=10)



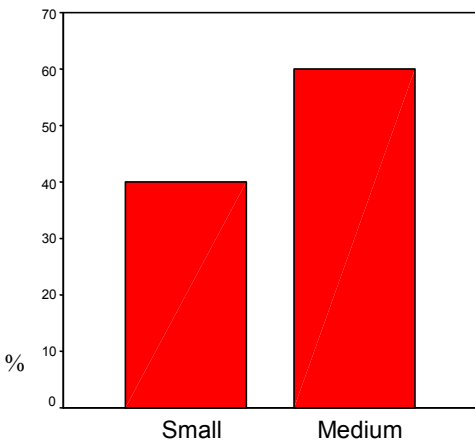
Other SHAPE Districts
(N=37)



In terms of district size and grade level, MNE grantees are more likely to be small or medium, compared to other SHAPE grantees, and to be K-8 districts (see Tables 6 and 7). Finally, MNE grantee districts are more likely to serve low-income, ethnically diverse student populations than are Other SHAPE Districts (see Tables 8 and 9).

Table 6
Size of SHAPE California District
1999-2000

Model Nutrition Education Grants
(N=10)



Other SHAPE Districts
(N=37)

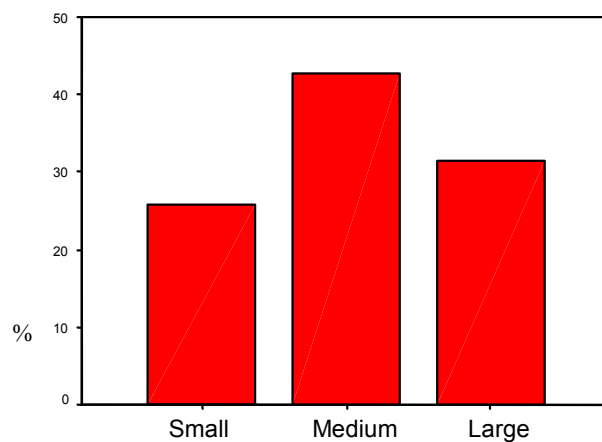
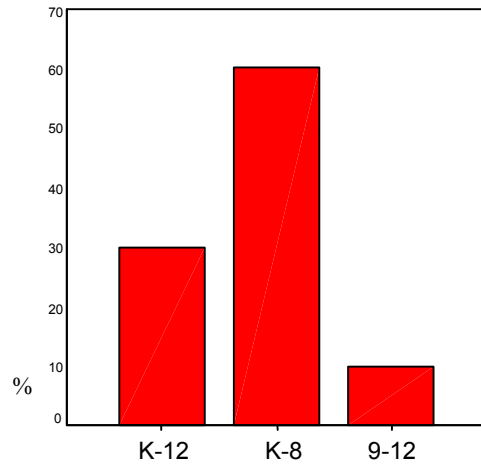


Table 7
Grades of SHAPE California Districts
1999-2000

Model Nutrition Education Grants
(N=10)



Other SHAPE Districts
(N=37)

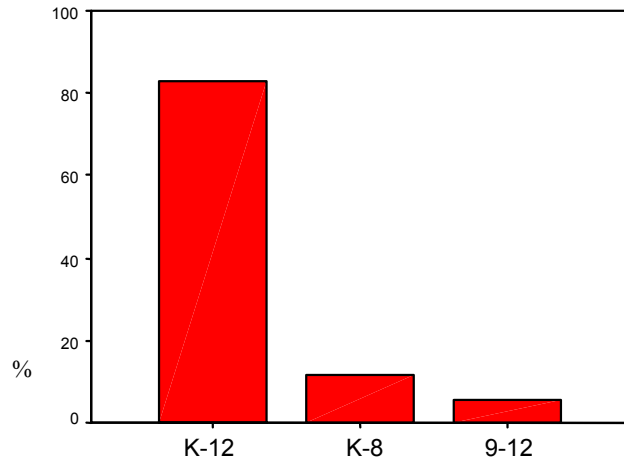
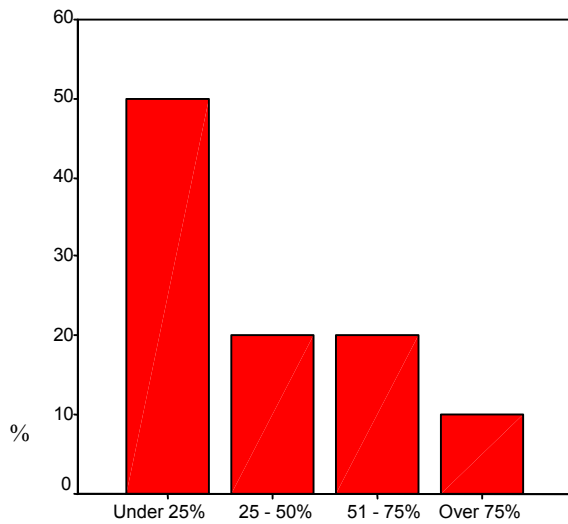


Table 8
Percentage of Caucasian Students in SHAPE California Districts
1999-2000

Model Nutrition Education Grants
(N=10)



Other SHAPE Districts
(N=37)

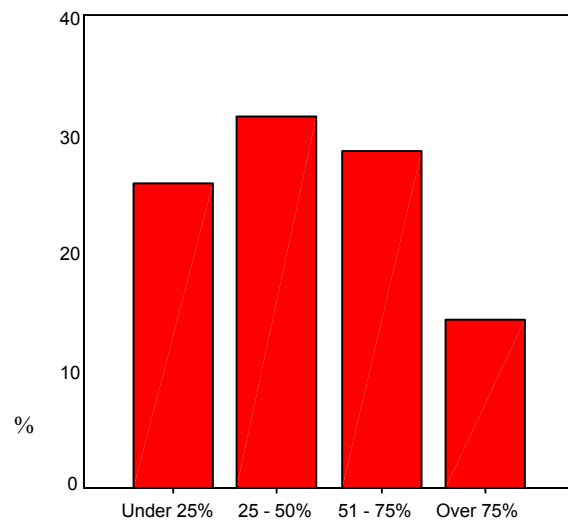
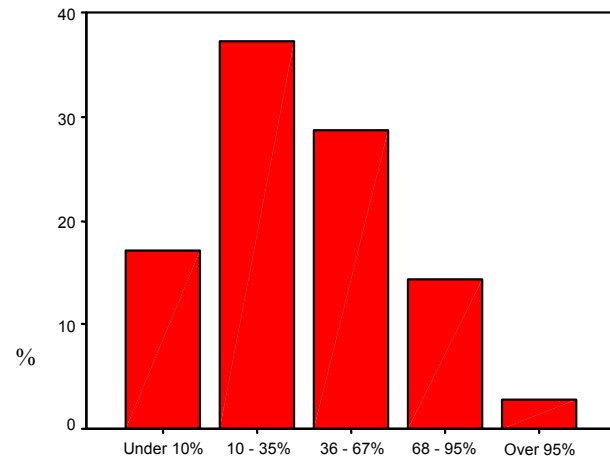
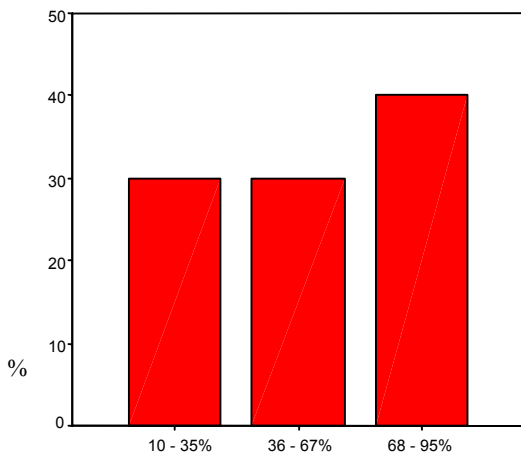


Table 9
Percentage of Students Receiving Free or Reduced-Price Lunch
in SHAPE California Districts
1999-2000

Model Nutrition Education Grants
(N=10)

Other SHAPE Districts
(N=37)

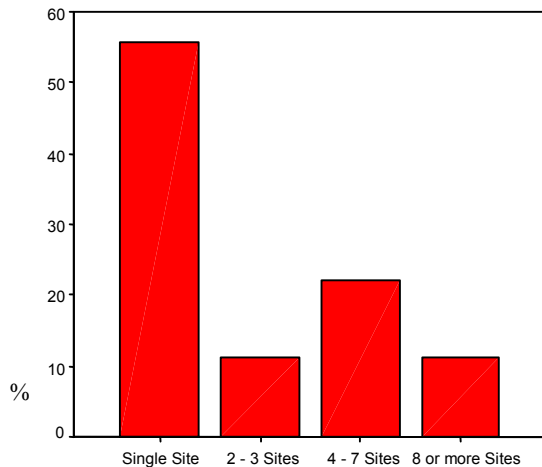


Focus of SHAPE Activities

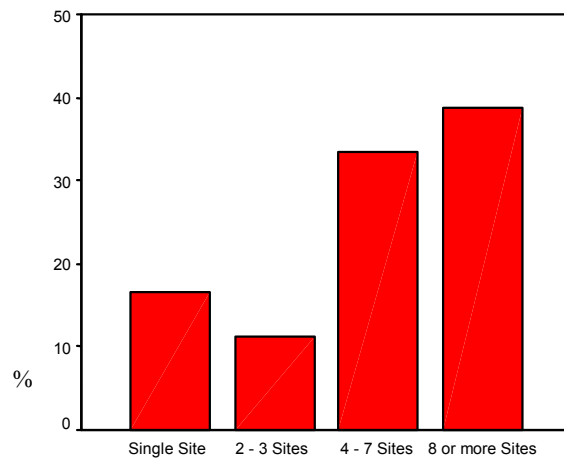
About one-half of MNE grantees focused their SHAPE program on a single school within the district. Other SHAPE Districts were more likely to target multiple sites, with almost three-quarters targeting four or more schools. This may reflect the fact that many MNE grants were new to the SHAPE program and were starting small. Table 10 compares the target site distribution of MNE grants and Other SHAPE Districts.

Table 10
Number of Target Sites of SHAPE California Districts
1999-2000

Model Nutrition Education Grants
(N=10)



Other SHAPE Districts
(N=37)



Despite the fact that many MNE grantees focused on a single site, all MNE grantees targeted more than one grade. Most Other SHAPE Districts (88.6%) also targeted multiple grades.

When asked to assess how they did, over one-half (54.5%) of the Other SHAPE Districts reported that they conducted activities at all target sites as planned and four out of ten (41.6%) reported conducting activities at more sites than originally anticipated.

Additional activities not included in their original plans were most often Building/-Maintaining activities (36.1%).

The tables in the remainder of this section present the differences between the planned activities of MNE grantees and Other SHAPE Districts, as reported on the Work Plans. The percentage of activities completed by the non-MNE districts as planned is provided in the text, as reported in the Self-Assessments.

Fostering a Sustained Partnership between Child Nutrition and the Classroom

Table 11 shows the ways in which Child Nutrition and Classroom Partners planned to work together. Among regular SHAPE districts, six out of ten (61.1%) reported that the partners worked together as planned.

Table 11
Partnership Activities in SHAPE California Districts
1999-2000

	Model Nutrition Education Grants (N=10)	Other SHAPE Districts (N=37)
Jointly develop/implement work plan	100%	76.5%
Meet regularly	100%	79.4%
Assign lead person	77.8%	67.6%
Attend SHAPE meetings	88.9%	81.8%
Jointly assess progress	88.9%	88.2%

Partners in the MNE districts were more likely to jointly plan and implement their Work Plans, meet regularly to discuss their project, assign a lead person for each activity, and attend two regional SHAPE California meetings together than were the Partners in Other SHAPE Districts. The presence of grant monies appears to play a powerful role in supporting the development of a partnership between cafeteria and classroom.

Creating Sustained Nutrition Education in the Classroom

Supporting incorporation of nutrition into the core curriculum

The primary ways that partners planned to support incorporation of nutrition into the core curriculum was by providing materials or resources to teachers and by being available to answer questions or serve as a resource. MNE grantees were significantly more likely than Other SHAPE Districts to report that they promoted an interest in nutrition in the district. MNE grantees were somewhat more likely to plan to support classroom cooking in some way, while Other SHAPE Districts were more likely to plan to provide training to school staffs.

Table 12 shows how the SHAPE partners planned to support teachers' efforts to incorporate nutrition into the core curriculum. Eight out of ten (81.1%) of the other SHAPE district partners carried out the Work Plan activities to support the incorporation of nutrition education into the core curriculum.

Table 12
Strategies for Incorporating Nutrition Education into the Core Curriculum
1999-2000

	Model Nutrition Education Grants (N=10)	Other SHAPE Districts (N=37)
Provide materials/resources	88.9%	73.0%
Promote interest in nutrition	100	29.7
Answer questions/be a resource	44.4	48.6
Cooking demos/support	22.2	13.5
Provide training	11.1	18.9
Administrative activities for curriculum change	11.1	16.29
Other	22.2	5.4

Although most of the Work Plan comments in this domain were general, there were some concrete examples of how nutrition education would be incorporated into the core curriculum:

This is our most challenging area. The cooking cart is our primary inroad to accomplishing this goal. Teachers will continue to work on the development of ‘food units’ for use in different classroom, while the Food Service partner provides presentations and recipe modification ideas.

We will work with one teacher from each grade level to develop nutrition grade-level units which will meet the state standards and frameworks for nutrition education. The food service staff will implement in-class cooking lessons.

We will implement the Nutrition Education Resource Library program which was created in 1999. In addition to the lessons plans, there are 22 curriculum kits, which are coded to match district and state teaching standards and benchmarks. Nutrition Center tours will continue.

The district School Health Program manager teaches nutrition education with social studies classes during one school quarter.

Supporting nutrition as a stand-alone subject

Table 13 shows how the SHAPE partners planned to support teachers to teach nutrition as a stand-alone subject. Three-quarters (73.5%) of the Other SHAPE Districts reported that they had carried out their planned activities to promote nutrition as a stand-alone subject.

Again, MNE grantees reported a greater intention to promote interest in nutrition in the district and are more likely to support cooking activities. Overall, however, Other SHAPE Districts were less likely to say they planned to support the teaching of nutrition as a stand-alone subject, compared to the interest they reported in infusing nutrition into the core curriculum (see above).

Comments from some districts indicate that teachers or the school prefer to integrate nutrition education rather than treat it as a separate topic:

Elementary teachers prefer to integrate nutrition education into the core curriculum.

The curriculum in the preschools is hands-on teacher and child-initiated activities, generally not stand-alone format.

There is no intention to have the teachers teach nutrition as a stand-alone subject, only as an interaction within a core curriculum area.

We will support nutrition as integral to developing a well-rounded adult life, not as a stand-alone.

By providing lesson plans to teachers which incorporate nutrition and wellness into core subjects, teachers should be more willing to teach nutrition and wellness.

Table 13
Strategies for Supporting Stand-Alone Nutrition Education
1999-2000

	Model Nutrition Education Grants (N=10)	Other SHAPE Districts (N=37)
Provide materials/resources	66.7%	50%
Promote interest in nutrition	100.0	8.3
Answer questions/be a resource	22.2	44.4
Cooking demos/support	33.3	5.6
Provide training	0	5.6
Administrative activities for curriculum change	0	5.6
Other	11.1	11.1

Promoting Nutrition Education in the Cafeteria

How the partners planned to promote nutrition education in the cafeteria is reported in Table 14. Seven out of ten (70.3%) of the Other SHAPE Districts reported that the partners worked together as planned to promote nutrition education in the cafeteria.

Table 14
Strategies for Promoting Nutrition Education in the Cafeteria
1999-2000

	Model Nutrition Education Grants (N=9)	Other SHAPE Districts (N=37)
Promotion of healthy foods	77.8%	94.6%
Menu/food changes	55.6%	35.1%
Administrative activities	0%	13.5%
Cafeteria-classroom combo	22.2%	18.9%
Student input	11.1%	2.7%

MNE grantees were more likely to plan menu changes in the cafeteria and to solicit student input on cafeteria choices than were Other SHAPE Districts. Non-MNE districts were more likely to promote healthy foods in the cafeteria and to plan administrative activities that would promote nutrition education in the cafeteria. “Promoting of healthy foods” included posting the school menu, placing nutrition information on the menus, using nutrition posters in the cafeteria, and participating in events such as the American Heart Association’s “Heart Fest—Blast Off for Breakfast.”

Linking the Cafeteria and Classroom

Strategies for linking the cafeteria and the classroom appear in Table 15. Six out of ten (61.1%) of the Other SHAPE Districts reported that the partners promoted stronger links between the cafeteria and the classroom as planned.

Table 15
Strategies for Linking the Cafeteria and Classroom
1999-2000

	Model Nutrition Education Grants (N=8)	Other SHAPE Districts (N=36)
Promotion of healthy foods	87.5%	61.1%
Classroom-related activities	25.0%	69.4%
Administrative activities	12.5%	11.1%
Student input	0%	8.3%
Providing materials	0%	36.1%

The MNE grantees planned to be more active in promoting healthy foods than were the other SHAPE districts. Curiously, however, they were less likely to plan classroom-related activities that would tie the classroom and cafeteria closer together. One possible reason is that the challenge of integrating nutrition education into the core curriculum took up their energy and resources.

Developing and Implementing Nutrition-Related Policies

Table 16 describes the status of nutrition-related policies in the SHAPE districts. Model Nutrition Education grantee districts are more likely than Other SHAPE Districts to have health education and nutrition education policies in place in the district, as well as more likely to have staff development policies on the books for both teachers and child nutrition staff. These are important differences when it comes to promoting nutrition education in the district.

On the other hand, many of the non-MNE SHAPE districts reported positive changes in nutrition-related policies between submission of the Work Plans and the Self-Assessments. Positive changes were seen especially in health education policies, staff training for teachers and nutrition education. These are critically important areas of change for the promotion of nutrition education in the schools.

Table 16
Status of Nutrition-Related Policies in SHAPE California Districts
1999-2000

Type of Policy	Model Nutrition Education Grants (N=8)	Other SHAPE Districts (N=36)	SHAPE Districts Reporting Positive Change in Policy Goals (N=24)
Competitive food sales In development ⁶ Implemented	33.3% 44.4	33.3% 50.0	12.5%
A la carte sales In development Implemented	12.5 37.5	13.9 33.3	0.0
Health education In development Implemented	0.0 50.0	22.2 25.0	22.7
Nutrition education In development Implemented	12.5 37.5	25.0 11.1	18.2
Breakfast program In development Implemented	12.5 50.0	33.9 41.7	0.0
Staff training/teachers In development Implemented	12.5 37.5	13.9 11.1	20.8
Staff training/child nutrition In development Implemented	12.5 37.5	25.0 16.7	13.0
Nutrition policy/other In development Implemented	0.0 12.5	5.6 5.6	

⁶ “In development” means a policy is in process or has been approved but has not yet been implemented.

The Model Nutrition Education Grants

This section of the report is drawn from the Final Program Reports of the Model Nutrition Education grantees. The purpose of the grants was to increase both the quality and quantity of effective, sustainable nutrition education that is taught in the classroom and linked to the cafeteria. Grantees were specifically charged with integrating a consistent nutrition message into the core curriculum, and linking classroom activities to the meal service system. Grantees were also to actively engage students in learning to make healthy food choices, and develop partnerships among teachers, students, school administrators, school nurses, child nutrition staff, parents, and members of the community to meet their goals.

Fourteen districts were funded as Model Nutrition Education projects; one district withdrew during the second year of funding. The following findings are based on the final reports of 13 MNE grantees. These categories of information were not included on the Self-Assessments required of the Other SHAPE Districts.

Assessment

MNE grantees relied on observation and secondary sources of data, as well as survey results to conduct their program needs assessments. Seven out of twelve respondents reported that they were satisfied with the methods used and would not change their needs assessment strategies.

Partnering for Success

MNE grantees reported partnering with teachers, administrators, students and parents within the district as well as food vendors. The American Cancer Society, 5 A Day program, American Heart Association, the Dairy Council, California Foundation for Agriculture and Healthy Start were also frequently mentioned as partnering organizations.

Classroom Curricula

At the elementary school level, the *5 A Day Power Play*, *Now We're Cooking* and Team Nutrition's *Food Works* and *Food Time* were most often cited as curricula used by the MNE districts. These were mentioned by over one-half of reporting districts. In addition, half of the responding districts cited *Choose Well, Be Well*, the California Foundation for Agriculture curriculum and Team Nutrition's *Food and Me* unit as materials used by the district.

Materials from Team Nutrition, the Dairy Council and *Choose Well, Be Well* were most popular at the middle grades among the MNE grantees.

No single curriculum dominated the high school programs of the MNE grantees. *Crash Course on Calcium* and *Jump Start* (California Project LEAN) were each mentioned by three MNE grantees.

Nutrition Education

Each of the MNE grantees reported that they integrated nutrition education into the core curriculum; six out of ten also reported that nutrition was taught as a stand-alone subject in their district.

Science, language arts, history and mathematics were the core subjects most often targeted for integration, with nine or more of the 13 MNE grantees reporting these subjects. Physical education and art were the core subjects for nutrition education integration in about one-half the districts.

Training

Twelve of the 13 grantees stated that they had trained both teachers and food service staff. The number of teachers trained ranged from 7 to 2252; the average number was 446. The number of food service staff trained ranged from 2 to 257 with an average of 69.

Nine of the 13 reporting grantees said that they reached both parents and students with their SHAPE efforts.

Evaluation

Observation, student work, staff development evaluations, interviews and food consumption analysis were the most commonly used strategies for evaluating the success of their SHAPE programs among the MNE grantees.

Mentoring

Eleven of the 13 reporting grantees stated that they would be willing to serve as mentors in nutrition education to other school districts. One grantee was undecided.

Conclusions

MNE districts and Other SHAPE Districts were similar in two ways. Eighty percent of both of them had services of an RNES, and in 40% of both a teacher served as the Classroom Partner. Other Classroom Partners were administrators, food service staff, department coordinators, Healthy Start specialists, director of curriculum, and nutrition education specialist.

There were demographic differences between the two types of districts. MNE grantees were more likely to be in Central or Northern California, and Other SHAPE Districts were concentrated in Southern California. MNE districts were more likely to be small or medium in size and to serve low-income, ethnically diverse student populations than were Other SHAPE Districts.

The presence of grant monies played a powerful role in supporting the development of a partnership between cafeteria and classroom. SHAPE Child Nutrition and Classroom Partners in

the MNE districts were more likely to jointly plan and implement their activities, meet regularly to discuss their project, assign a lead person for each activity, and attend regional SHAPE meetings than were the Partners in Other SHAPE Districts.

MNE districts were significantly more likely than Other SHAPE Districts to promote an interest in nutrition in the district, and somewhat more likely to support classroom cooking. Other SHAPE Districts were more likely to provide training to school staff. Verbatim comments from Other SHAPE Districts showed a marked preference for integrating nutrition education than for teaching it as a stand-alone subject.

The most frequent strategies for promoting nutrition education in the cafeteria by both MNE and Other SHAPE Districts was promoting healthy foods (through posters, nutrition messages on menus, etc.) and making menu/food changes. MNE districts were more likely to solicit student input on cafeteria choices.

Other SHAPE Districts planned to conduct more classroom-related activities to link the cafeteria and classroom than did the MNE districts, while MNE districts did considerably more promotion of healthy foods to link the two domains.

MNE districts are more likely than Other SHAPE Districts to have district policies on health education, nutrition education, and staff development for teachers and child nutrition staff. However, many Other SHAPE Districts reported positive changes in the development of nutrition-related policies during the school year.

Discussion and Recommendations

The major findings of the Case Study component of the evaluation were that funding and technical assistance are decisive factors in the success of nutrition education. As hypothesized, the presence of a Model Nutrition Education (MNE) grant and of a Regional Nutrition Education Specialist (RNES) had a positive impact on the promotion of nutrition education in a school district. Funding provided the time and materials needed for planning and implementing a program. The RNES's provided assistance in nutrition education content, strategic planning, staff development, overall grant management, and encouragement to apply for other nutrition grants.

Most of the issues raised in the first year of the SHAPE evaluation continued to be themes in the second and third years. These challenges included competing with districts' increasing focus on academic achievement and testing; the critical need for a strong and sustained partnership between the realms of child nutrition and classroom instruction and the difficulty in building such a relationship; and the importance of funding to support staff development, teacher release time and teacher stipends.

Other variables that emerged over the second and third years of the evaluation included the importance of administrative support for nutrition education, at the district and the school levels; and the importance of early teacher buy-in and ownership of the program, preferably beginning with developing the grant proposal.

Sustaining a partnership between the SHAPE Child Nutrition Partner and Classroom Partner was one of the most difficult and critical aspects of the program. Among the five functioning MNE grantees in the Case Study component, four reported strengthened partnerships during the second and third years of the evaluation. These districts may have paid for release time with their grant funds so that the Classroom Partner could work with the Child Nutrition Partner more consistently.

SHAPE funding to districts goes through Food Services, and therefore the natural leader for the programs is the Director of Food Services. Although this person was knowledgeable in nutrition, she or he often did not have a relationship with teachers or skill in curriculum areas. If the Classroom Partner did not function as an equal partner, the Child Nutrition Partner shouldered all responsibility for the program. In some cases this meant doing the classroom activities with students as well as coordinating all the cafeteria-related activities. In several districts, Child Nutrition partners reported burning out on the program, and the program had little chance of being institutionalized and sustained by others.

The **involvement of teachers** in planning and delivering nutrition education is a related issue. Forty percent of Classroom Partners in all SHAPE districts were teachers, who have myriad other time pressures and responsibilities and may lack authority to promote changes (see the discussion of administrative support below). The commitment of the Classroom Partner and the related issue of teacher buy-in are critical to a program that seeks to integrate nutrition education into core subject areas as well as link classroom activities to the cafeteria. As one member of the evaluation team observed:

Teachers should be involved from the beginning and involved in the grant-writing process. Classroom partners should be carefully selected and have an interest in nutrition, experience teaching nutrition, a reputation for follow-through, experience working on grant-funded projects, and the ability to mobilize other school personnel. Ideally, the classroom partner and child nutrition partner would have an existing, positive relationship.

Administrative support is a strong factor in the success of nutrition education in a school district. In Case Study districts that saw an increase in nutrition education as a priority, there was a steady long-term presence of a clear and persuasive voice in a position of leadership. Strong support can result in nutrition education policies, staff development, teacher release time, inclusion of nutrition in curriculum scope and sequences, stronger ownership by and involvement of teachers, and the likelihood of additional grant awards.

In a few districts, lack of administrative support seriously undermined nutrition education. In one small district, for example, a new superintendent emphasized academics and testing to such an extent that nutrition education was minimized to the near point of extinction. A neutral stance by administrators may also be damaging. This stance, characterized by verbal support but no concrete assistance, relegates the program to the fringes of school life.

As mentioned, **funding** was also necessary for a viable nutrition education program. An important variable associated with being an MNE was sufficient funding for critical elements of the program such as staff development and time for Child Nutrition and Classroom partners to plan and implement activities. In most of California, opportunities for staff development have been severely truncated because of budget restrictions, a lengthened school year with additional time devoted to instruction and not staff development, and a shortage of substitute teachers to take over the classroom.

However, funding alone did not account for good nutrition education programs in the Case Study districts. **Technical assistance** from the RNES's played an important role in strategic planning, grant management, grant development, and in encouraging, assisting, and sometimes providing staff development for the districts in their region. Case Study districts that had both an MNE and an RNES had the best staff development; districts with an RNES did better than districts with an MNE but with no RNES. Two Case Study districts that did not have an RNES created their own internal nutrition education specialist, and those districts also flourished. Districts with neither resource had no staff development and weaker programs.

These themes from the Case Study component were borne out in the quantitative analysis of district self-assessments and final program reports. The analysis compared Model Nutrition Education (MNE) districts and other districts that are in the SHAPE network but did not necessarily have current SHAPE funding. The analysis shows some differences in demographics and in areas of program emphasis. MNE districts had more time and activities devoted to building the partnership, a factor that was associated in the Case Study component with more positive program outcomes. MNE districts also had more district nutrition education policies in

place, a factor that contributes strongly to the institutionalization of nutrition education in the district.

Based on the findings of the evaluation, several recommendations for future nutrition education efforts can be made:

- Multi-year funding must be available to support nutrition education. In SHAPE California districts with Model Nutrition Education grants, nutrition education increased as a priority over a period of three years. In addition, those districts improved their classroom nutrition education activities.
- Technical assistance from a nutrition education specialist should be available to support effective nutrition education. Case study districts with a Regional Nutrition Education Specialist (RNES) or with a district nutrition education specialist showed increased importance of nutrition education, had more staff development, and were successful in obtaining other nutrition-related grants.
- Funding and technical assistance also contribute to the development of nutrition education policies, but this change takes time to happen. Policies are a major means of sustaining nutrition education as a priority within a district.
- Staff development in nutrition education is needed for teachers and child nutrition staff. Staff development provides information and planning time for ways to integrate nutrition education into the core curriculum and link classroom instruction with cafeteria activities. These are new endeavors for many teachers and for most child nutrition staff. Unfortunately, opportunities for staff development in most California districts have been severely truncated because of budget restrictions. Targeted grant monies and/or a nutrition education specialist make training and technical assistance possible.
- Partnerships between child nutrition and the classroom contribute to the success of nutrition education programs. Strong partnerships are those in which both partners take responsibility for the program and consider it to be a priority. Again, targeted funding provides time for partners to plan and implement activities together. The classroom component of nutrition education is central to the program's success, and districts where the Classroom Partner did not participate fully did not improve.
- Partnerships between child nutrition and the classroom also contribute to the program's sustainability. In districts where the program relied primarily on the child nutrition partner, the program suffered when that partner took leave or burned out.
- Ways for teachers to be committed to and involved in the nutrition education program must be created. Teachers should be involved in initial planning, including the grant-writing process, and classroom partners should be carefully selected for their interest in nutrition, and ability to mobilize other teachers and follow through.

- District and site-level administrators must be actively supportive of the district's nutrition education program for it to be effective. Strong administrative support results in district nutrition education policies, facilitation of grant development, and facilitation of other elements that make for a successful program: staff development, teacher release time, inclusion of nutrition in the curriculum, stronger ownership by teaching staff, and parent and community support.

Appendix A

Instruments

**SHAPE Child Nutrition and Classroom Partner Interview
Year 3, Fall 2000**

Name _____

Title _____

School/District _____

Date _____ Interviewer _____

Funding

What funding, if any, do you have for nutrition education? (Probe for their knowledge of SHAPE California, Team Nutrition, 5-A-Day, Garden Project, Nutrition Network, Project LEAN.)

If you currently have no funding, how are your nutrition education activities supported?

Has your experience with your SHAPE grant made you want to apply for other grants for nutrition education? Why or why not?

The Last Three Years

What have been your major nutrition education activities since we last talked?

In terms of nutrition education in your district, what would “success” look like to you? (After the initial statement, probe for mention of nutrition education policies; sequential, sustained nutrition education in the classroom; healthy foods and nutrition education in the cafeteria; supportive attitudes of local stakeholders).

Using your definition of success, how successful do you feel your district’s nutrition education program has been on a scale of 1 to 10 (where 1 is the least successful and 10 is the most successful)?

As you look back over the last three years, what are you most proud of? Why?

As you look back over the last three years, what would you have done differently? Why?

If you could have anything you needed to make your program successful, what would those things be? (Probe for details beyond “more money,” including assistance from CDE, staff, support from district decision-makers, staff development, curricula, policies.) What are the challenges to getting what you need?

Partnership

Do you believe it’s important to work in partnership with someone on nutrition education? Why or why not? What would your ideal partnership be?

Over the last three years, how has your partnership with (name of partner) evolved?

What would you say has contributed to the success or failure of your partnership?

How would you characterize your relationship with the Regional Nutrition Education Specialist or Nutrition Education Consultant? What would you have liked to have gotten from her that you didn't?

Sustainability

What does the future look like for nutrition education in your district? What is or will be integrated into the daily routines, curriculum, or policies of the district?

What would have to happen for nutrition education to continue in your district?

Lessons Learned

What have you learned about developing, implementing, and sustaining nutrition education in the last three years?

If you could talk with someone in a district similar to yours about how to develop and sustain nutrition education, what would you tell them? (Probe for what to do and what not to do.)

**Teacher Interview
Year 3, Fall 2000**

Name _____

Grade and Subject(s) _____

School/District _____

Date _____ Interviewer _____

As you look back over what you've done in your classroom or school with nutrition education in the last three years, what has been most successful in terms of helping your students to eat more healthfully?

What would you do differently, or how will you change the way nutrition education is done in your classroom or school?

Based on your experience over the last few years with nutrition education, what advice would you give the State Department of Education about how to create sustained, sequential nutrition education?

What would you tell district-level administrators or school board members about what is needed at the school and classroom level for sustained, sequential nutrition education?

ASK TEACHERS TO QUICKLY COMPLETE THE TEACHER QUESTIONNAIRE.

**Teacher Questionnaire
Year 3, Fall 2000**

Name _____

Grade/Subject(s): _____

School/District: _____

Nutrition Instruction

1. Do you teach nutrition education to your students? ____YES ____NO If yes, about how often? **(IF NO, SKIP TO QUESTION 6)**
2. Do you think most other teachers in the school spend about as much time on nutrition education as you do? ____YES ____NO
3. Do you teach nutrition as a: stand-alone topic ____, OR as part of the health, science or home economics curriculum ____?
4. What content do you currently teach in your nutrition instruction?
5. Which textbooks, curricula or other teaching materials do you use to teach nutrition?
6. Do you use materials or services (e.g., the nutritionist) from the Healthy Kids Resource Center? ____YES ____NO If YES, how often?
7. Do you use materials or services from other agencies, such as the Dairy Council, American Cancer Society, EFNEP, American Heart Association, etc.? ____YES ____NO
8. Does your district provide a scope and sequence in nutrition education to guide your efforts? ____YES ____NO ____DON'T KNOW
9. Does your district use the California Health Framework? ____YES ____NO ____DON'T KNOW
10. Have you adapted your nutrition education curriculum or activities to meet the needs of culturally diverse students? ____YES ____NO If so, how?

11. What nutrition topics or content do you feel are essential for students at your grade level?
[Please check all that apply]

Healthy food choices
Food choice systems (Food Guide Pyramid)
Nutrients in foods
Sanitation/food handling
Food storage to preserve nutrients
What influences food choices
Consumer skills
 Label reading
 Recognizing advertising techniques
 Getting value for your money
Ethnic food patterns
Weight management
Nutrition for sports performance
Preparation of healthy foods
Snacks and fast food
Eating disorders
Other:

Staff Development

12. Have you received staff development in nutrition education in the last year? ____ YES
____ NO
IF YES, How much (number of sessions)? _____
What was covered in the training?

Who provided it (e.g., RNES, district trainer, consultant)?

13. Who do you turn to as a resource for nutrition education information?

14. Do you do anything special with food in your school or classroom on standardized test days?

Thank you very much.

**Cafeteria Manager Interview
Year 3, Fall 2000**

Name _____

Title _____

School/District _____

Date _____ Interviewer _____

As you think back over the last three years, have you seen any changes in (go over each item on the Nutrition Environment checklist). If so, what are they?

Over the last three years, do you think students are eating differently? If so, why do you think they are?

In what ways have you or other child nutrition staff been involved in nutrition education in your school (in the classroom, with school gardens, with PTA, assemblies, back to school nights, etc.)? Has this been a positive or a difficult experience for you?

Do you participate in any kind of staff development on how to do nutrition education, or how to work with teachers?

What advice would you give to someone in a community similar to yours about how to help students to make healthy food choices?

ASK ANY QUESTIONS ON THE “SCHOOL NUTRITION ENVIRONMENT” SHEET YOU CANNOT ANSWER THROUGH OBSERVATION.

THE SCHOOL NUTRITION ENVIRONMENT

Year 3, Fall 2000

Name of District: _____

Name of School: _____

Domain/Question	Elem		Sec	
	Yes	No	Yes	No
<i>School Cafeteria</i> <i>Please attach weekly/monthly menu.</i>				
Is the cafeteria an appealing place to eat? <i>Please specify:</i>				
Who is in the cafeteria at lunchtime?				
How long is the lunch period?				
What food items are offered?				
Salad bar?				
Fresh fruit?				
Other fruit (dried, canned)?				
Juice?				
Non-fat or low-fat milk? <i>Please specify.</i>				
Low-fat salad dressings? <i>Ask if necessary.</i>				
Low-fat entree? <i>Ask if necessary.</i>				
Vegetarian entrée? <i>Ask if necessary.</i>				
Is there pro-active marketing of healthy foods? <i>Please specify which foods and associated marketing strategies.</i>				
Is the nutritional content of cafeteria food selections labeled?				
Is there a nutrition message (including nutritional content) on the menu?				
Is there an alternative to the school lunch program in the cafeteria, other than a fast food outlet (e.g., a snack bar)? <i>Please specify:</i>				

Domain/Question	Elem		Sec	
	Yes	No	Yes	No
Do cafeteria staff present themselves in professional manner?				
Is there an <i>a la carte</i> menu?				
If so, are there healthy foods offered?				
Is this an “open” campus where students can leave campus at lunchtime?				
Is there a fast food concession on campus? <i>If so, which one(s)?</i>				
Are any healthy choices offered?				
Where do teachers eat?				
Do teachers eat the same cafeteria lunch as students?				
<i>Elsewhere in School</i>				
Is there evidence of nutrition education elsewhere (e.g., classrooms, library, halls)? <i>Please describe and include grade levels:</i>				
Are there food selections in the vending machines other than candy, chips and sodas? <i>If so, please describe:</i>				
Are healthy eating messages displayed within the building(s) (e.g., posters)?				

Other comments:

Administrator Interview
(District Curriculum/Instruction Director, Principal, Nurse, Other Key Staff)
Year 3, Fall 2000

Name _____

Title _____

School/District _____

Date _____ Interviewer _____

What nutrition education activities funded by SHAPE California are you aware of or been involved in your district?

Do you feel that nutrition education for students is an important priority in the district, relative to other instructional topics? Why or why not?

What would have to happen to make it a higher priority in your district?

Given the constraints and/or priorities of your district, what strategies might be successful in helping students to eat more healthfully, and make healthier food choices? (Probe for policies, curriculum strategies, cafeteria strategies)

Does your district have any written policies about nutrition education (not food service regulations)? What do these policies cover? When were they passed? How are they enforced?

What advice would you have for districts similar to yours about creating and sustaining nutrition education for students?

School Board Member Interview
Year 3, Fall 2000

Name _____

Title _____

School/District _____

Date _____ Interviewer _____

Is nutrition education for students discussed at Board meetings? If so, in what context? (Probe particularly for discussion of policies.)

Are you informed about the nutrition education activities supported by SHAPE California in your district? If so, how were you informed?

Relative to other instructional topics, is nutrition education for students a priority of the School Board? Of the district? Why or why not?

What would have to happen to make it a higher priority in your district?

Given the constraints and/or priorities of your district, what strategies might be successful in helping students to eat more healthfully, and make healthier food choices? (Probe for policies, curriculum strategies, cafeteria strategies)

What advice would you give to other school boards and districts similar to yours about creating and sustaining nutrition education for students?

Appendix B

Comments from
SHAPE California District Workplans

SHAPE WORK PLANS AND SELF-ASSESSMENTS

Describe how the two lead partners will support teachers' efforts to incorporate nutrition into the core curriculum.

1. A training session will be offered on paid time to all kindergarten teachers in the district to teach SHAPE goals, sanitation, safety, and the use of classroom kitchen. Partners will visit classrooms, bringing food samples, recipes and lesson plan ideas for selected foods.
2. Provide memo with overview of plan for their "backward planning" that tells what will be available when. Provide standards met by lessons provided. Provide materials and books for 20 lessons.
3. Provide nutrition information via the Shape page.
4. Health Committee will continue to work with the curriculum coordinator to integrate nutrition education into the core Science curriculum. One to two units of nutrition will be taught at each grade level 1-8.
5. Provide materials from the Nutrition Resources Labs for classroom use.
6. Will work with teachers at school sites to provide resources to promote nutrition education in the classroom and promote garden activities to incorporate nutrition education.
7. We will give them the necessary materials, information, lesson plans for a core curriculum. We will also hold monthly meetings.
8. Core Curriculum is not taught at this school. Students are taught life skills and Nutrition Education is included in this curriculum.
9. Will add to our video library, books and lesson plans for teachers to use in the classroom.
10. Lead Partners support teachers' efforts to incorporate nutrition into core curriculum (based on SHAPE Chapter 6 – Promoting Nutrition Education)—specifically through the cafeteria as a learning center—linked to the classroom core curriculum.
11. Create formats and model suggestions for incorporating nutrition into high scope learning and activity areas; including garden activities. Work with CDI Director of Training and Professional Development to coordinate efforts with existing training opportunities. Hold a workshop or create a video for teachers that promote key concepts for including in ECE curriculum. (Dietetic Intern) Describe plans to assess the effectiveness of the support. Assess effectiveness by identifying how frequently ideas were used by teachers in center. Questionnaire or review at monitors.
12. (1) By providing information and access to tools, texts and promotional materials. (2) Providing contact with other SHAPE Schools for information sharing. (3) Providing a dietitian on staff for support and nutrition expertise.

13. The two lead partners will work together to brainstorm and find methods of transferring the classroom interactions to the teachers and also to coordinate the teachers' efforts and activities with the school site cafeteria and menus.
14. Designated teachers will receive nutrition education curriculum already developed as it pertains to their area of specialty. Teacher partner will assist in demonstrations, modeling the lesson in the classroom.
15. The two partners will be working together to teach the modules that have been developed twice each month beginning January 2000. Pre and post tests will be given to determine effectiveness.
16. We will provide resources and educational materials. We will plan activity and projects that support and incorporate nutrition into core curriculum. We will continue to support activities that have "worked" in the past, while trying new things. We will be using the kitchen garden as a resource for the community day school to use as an outdoor science lab. This will provide "at risk" children with some hands on application of what they learn about plants in the classroom. Community day school will be teaching students how to read nutrition labels as well as planning balanced meals and snacks.
17. Nutrition Education Task Force meetings for Middle Schools. Partnerships with P.E. programs. Partnerships with Garden projects. In-service for teachers regarding nutrition in the adopted Health Curriculum. Order nutrition education materials for teachers of Science and other subject areas.
18. They will serve as mentors and provide appropriate resources.
19. Partners will inform teachers of resources available, i.e. Healthy Kids Resource Center, for teaching nutrition, and assist with acquiring materials.
20. Teachers will be in-serviced at the beginning of the school year regarding the information available to incorporate nutrition into the classroom, such as pamphlets, videos, etc., on line sites available to obtain information.
21. (1) Integrate nutritional information into 9th grade core English classes. (2) Offer educational support to 10th grade Health class regarding nutrition. (3) Plan coordinated activities with Culinary Arts 11-12th grade students and the cafeteria.
22. Implement a thematic unit on Balanced Nutrition. Compare teen eating habits. Work on menu analysis.
23. The district uses a comprehensive health education curriculum for each grade level with a section dedicated to nutrition and fitness. The lesson plan will be based from this manual, incorporating the Food Guide Pyramid as a teaching tool in making healthy food choices. NOTE: Partner/Work plan may be amended pending possible grant funding.
24. Grade 5 teachers and food services personnel will collaborate to teach Food Chemistry (STC) Unit. Make food and other supplies for nutrition education available for purchase by schools through IMA transfer of funds at reduced prices.
25. The two lead partners will discuss which nutrition material will be best comprehended by students of selected grade levels. The material may be incorporated into the core curriculum if

approved by the Board 3 counselors 1 ?? Counseling Program – peer counseling session – teach nutrition to students. How kids are feeling – include depression – syllabus.

26. A Child Nutrition Library has been established available to all educational staff of the district. Orientations will be done in “Back to School” Staff meeting to inform the educational staff of what is available. The Child Nutrition Director/Specialist will be available to make classroom presentations when needed.
27. Explore options to support teachers. One idea is to develop a “kitchen on wheels” children’s cooking cart to be utilized by the teachers to incorporate a “hands on” nutrition program integrating core subjects (cooking science, measurements and weights, use of books, music, and videos for language arts, and global food preparation and taste testing). Pilot at one school this year.
28. Provide nutrition education recipe bags to teachers. Provide nutrition education workshops to teachers. Quarterly meetings of Team Nutrition/Garden Committees. Support school garden development.
29. Work with Accelerated Reader Curriculum highlighting nutrition “reading” books K-8.
30. (1) Provide teachers with a list of available resources. (2) Provide teachers with list of commodities available. (3) Provide teachers with “Let Celebrate” incorporate cultural recipes into school menus. (4) Create a school theme in conjunction with school calendar.
31. Plan activities to which teachers could develop a lesson (from Food Service Director). Will provide materials and monthly themes.
32. Teachers will be in-serviced on nutrition fundamentals and trained to use materials developed for nutrition promotion in the classroom.
33. Support indirectly by promoting nutrition education resources to teachers. Otherwise we do not have direct input into the District’s Core Curriculum.
34. (1) Y.V. Elementary has been supplied with a classroom cooking cart. A Kids Cooking Week curriculum will be added to this cart. The cart will be housed and in-service will be provided to the staff on the cooking cart. (2) Samples will be set up of Nutrition education resources and ordering information will be displayed in teachers lunchroom for one week. (3) Healthy Kids Resource Center will be provided and shared with other teachers. (4) A display of nutrition related storybooks will be set up in library.
35. This is our most challenging area. The cooking cart is our primary inroad to accomplishing this goal. Teacher will continue to work on the development of “food units” for use in different classrooms. While Food Service partner provides presentation and recipe modification ideas.
36. Develop and facilitate a nutrition education program for classroom instructions.
37. Lead partners will provide training and strategies to integrate nutrition into core subjects. Materials needed to implement established health and nutrition curriculum will be provided.
38. In classroom cooking activities and providing nutrition in the classroom.

39. (1) Lead partners will provide suggestions for teaching nutrition and resources at staff meeting once a month. (2) Lead partners will remind teaching staff about nutrition policies and our effectiveness in implementing them. (3) Lead partners will regularly update staff on anemia prevention.
40. The cooking cart equipment will be used by the teachers in the classroom. Food Services will help provide materials for classroom activities. Nutrition Education Curriculum materials developed through our SHAPE Model Nutrition Education Project will be given to teachers at the site schools for use in their classrooms.
41. Both partners are willing participate in the Health Matrix curriculum committee and serve as a resource to the teachers.
42. Work together to plan a calendar of events in August 1999. Provide videos and other resources for them to use. Help put together a cookbook, featuring recipes from kids cooking event. Encourage parent group support for materials.
43. We will work with one teacher from each grade level to develop nutrition grade level units which will meet the state standards and frameworks for nutrition education. The food service staff will implement in-class cooking lessons.
44. Will go into classroom and do nutrition education classes which will include taste testing.
45. Scholastic Packets will be distributed to 3rd grade teachers. They can use lesson plans in packet to integrate nutrition into core curriculum. 2nd grade teachers will continue to use packets previously distributed.
46. Plan to work with administrators at the school sites to line up nutrition educators to conduct classroom activities.
47. (1) Continue Student Nutrition Education programs as targeted last year. (2) Implement the Nutrition Education Resource Library program which was created Spring and Summer '99. Continue to evaluate and revise the program's effectiveness and revise. In addition to the 75+ lessons plans there are 22 curriculum kits, which are coded to match District and State teaching Standards and Benchmarks. Three Elementary Nutrition curriculum kits for Team Nutrition will be donated to each Elementary school site Library to increase its accessibility for teachers. (3) Nutrition Center tours will continue. Tours include Central Kitchen tour and Nutrition Education presentation for students, teachers, and parent chaperones. (4) A Parent Packet and Teacher Packet will be given to each parent and teacher tour visitor. Among the materials included are Team Nutrition 10 Steps for Healthy Eating flyer, Healthy Eating Helps Make The Grade brochure, Devour For Power poster, 5-A-Day Fruit & Vegetable Person activity sheet, and Nutrition Services Teacher brochure and a Food Guide Pyramid poster. (5) Annual Promotional Calendar for Elementary students will be created to celebrate good nutrition as it relates to significant events throughout the year. (6) The Nutrition Education Resource Development Team will continue to expand on the Resource Library.
48. Visit classrooms. Try to do kids cooking week. Give tours of Food Center. Meet with afternoon groups to discuss healthy snacks. Part of 9th grade Health class.
49. The partners share resources and curriculum to aid teachers' efforts to incorporate nutrition education materials and personnel are provided by both partners to assist classroom instruction.

50. District School Health Program manager teaches nutrition education with teacher's Social Studies classes during one school quarter for 3-5, 6-7 and 9th grades. Director helps provide teaching materials and funding as needed.
51. The child nutrition partners will present nutrition activities at the Growing Healthy Training for 4th grade teachers on August 18. At the summer school orientation for teachers we will introduce 5 A Day and have interested teachers contact food services to incorporate over the summer and into the school year. Also, in the Curriculum Malter (curriculum newsletter) we will place articles about nutrition, nutrition education and resources available through food services.
52. Our plans for such incorporation will be achieved through the marketing materials provided us by both the state and Marriott. Posters and other easy to read nutritional materials will be distributed and posted throughout the classrooms to increase student's familiarity with basic principals on a daily basis. We will also plan to reference these materials with students daily at different sites during serving periods to try to create a stronger link between the materials in the classrooms and choices students make from the foods offered on these lines.
53. Nutrition will be incorporated into the core curriculum with math, writing, and language arts activities through cooking demonstrations and cooperative cooking.
54. Provide support and help for classroom integration of curriculum. Kinder-5 Senses Program. 2nd Grade – Study of Peanuts from Garden to Table. 4th Grade – Select and Grow Seeds to Provide Vegetables for use in Cafeteria.
55. We plan to buy kits with nutrition lessons in them that are appropriate for the 3rd through 5th grade SHAPE kids to read to the K-2nd grades and to the special day classes for students with special learning needs. These lessons have finger puppets in them with some of the lessons and storybooks featuring stories about nutrition. This will be a good language arts link. The students at the 3rd-5th grade are still working on their English skills and this will reinforce that while reading comparatively easy stories and it will give them confidence they need with their English. The students being read to will develop listening skills and learn about nutrition at the same time. We have expanded our nutrition education this year, with a matching grant, to the K-2nd grades. We plan to look for even more materials than we have to incorporate nutrition into history and math.
56. The two lead partners will support teachers' efforts to incorporate nutrition into the core curriculum by announcing at the first staff meetings, the types of materials and resources available for the staff to use. We will make ourselves available for consultation as well as how to incorporate into core curriculum.
57. Lessons plans will be available to all teachers in the district. The F.S. Department is in the process of getting a teacher representative from each school to act as a liaison between the school and the F.S. Department.
58. See model Grant Work Plan
59. Shape partner will advise other teacher at her site of materials available to help teach nutrition.

60. Teachers will be supported by the partners is being able act as resource for nutrition information and material. The cafeteria will provide a list of foods available for cooking from commodities list.

Describe how the two lead partners will support teachers to teach nutrition as a stand-alone subject.

1. Elementary teachers prefer to integrate Nutrition Education into Core.
2. Encourage use of cooking and non-cookery lessons.
3. Continue to teach nutrition as part of the Healthy/Science component, and search for ways to increase time spent on nutrition.
4. Lead partners will provide teachers with nutrition education materials and resources to provide nutrition education in the classroom.
5. We will inform them about conferences and workshops. We will inform them and direct them to FNEP, Dairy Council, American Heart Association and other avenues for materials for lesson plans.
6. We will make ourselves available for questions or assistance as needed.
7. Survey teachers to determine support needed to teach nutrition as a stand-alone subject (Ref: SHAPE Appendix 6-2A) with the resources available through SHAPE, etc. Plan will be “jointly” developed to support the teachers.
8. Curriculum in Preschools is High Scope – hands on teacher and child-initiated activities – generally not stand- alone format.
9. By making the Food Services Department available to them for obtaining nutritional information, food samples and kitchen tours.
10. There is no intention to have the teachers teach nutrition as a stand-alone subject, only as an interaction within a core curriculum area.
11. Teachers will be given the resources from American Cancer Society, Choosing Your Options developed for Middle School students. A copy of “Changing the Course” for intermediate students will be put in the lending library and notebooks provided for the team teachers.
12. By providing lesson plans to teachers which incorporate nutrition and wellness into core subjects, teachers should be more willing to teach nutrition and wellness.
13. We will pass out materials and help whenever needed.
14. Active communications with Healthy Living electives. Food Services/NAC partnerships at Middle Schools. Order nutrition education materials for teachers as needed. Presentations to elementary classes by Food Services Director or District Dietician.
15. They will serve as mentors and provide appropriate resources.

16. Partners will provide teachers with current information on the relationship of diet to student achievement, and will serve as resource to go into the classroom to present a nutrition lesson. Partners will also help teachers acquire materials to use in the classroom, as described above.
17. Answer questions with regards to topics that can be taught in their classrooms and videos, pamphlets, 3 dimensional educational materials that are available in their subject area.
18. We will support nutrition as integral to developing a well-rounded adult life, not as a stand-alone.
19. The lesson plan can be taught as a stand- alone subject using the Food Guide Pyramid as the framework for nutrition guidelines and healthy food choices.
20. Presentation of 2 “nutrition days” offering professional development for K-5 teachers and a nutrition workshop at Alexandria Elementary for multi-age network in collaboration with regional nutrition education specialist.
21. The two partners will conduct a beginning-year teachers’ meeting to familiarize teachers with the program and selected material. Then, support will be provided as needed.
22. Once a month, a presentation will be given to a classroom on the “Food Guide Pyramid” and “Menu Planning” the following month, this menu will be served with the classroom receiving recognition.
23. Provide resources for lesson plans and assist in presentations on an as needed basis.
24. Child Nutrition personnel presenting nutrition topics, taste testings. Teachers presenting nutrition information in health units.
25. Integrated into reading program.
 - a. Distribute list of nutrition education programs available in SHAPE library, i.e., Team Nutrition, Changing the Course. Apply for mini grant – provide funds to reimburse teachers for food expenses incurred in hands-on-activities.
26. Necessary materials will be provided, curriculum, etc.
27. We will instruct teachers on nutrition as well as offer educational materials. Charlie will encourage nutrition instruction as well as assist us with introducing this topic to counselors.
28. Determine teachers at each site who receive Dairy education materials each year and find out if it is stand-alone. Offer material resources and personnel (for presentations) to support them in their instruction (This has been especially useful and popular at our secondary levels.)
 - a. Provide food pyramid poster to each site teacher. Investigate garden grant. Dana will visit Food & Nutrition Services Office to see resources available for loan.
29. This is not something that is being focused on at our site. We are in the midst of an intense curriculum debate – working within existing programs is our focus.
30. Host a nutrition education workshop to make available information to assist the teaching staff integrate nutrition education in the classroom. Distribute a list of nutrition information currently available through the Child Nutrition Services for teaching staff.

31. Review and monitor established outcomes for the nutrition segments of the district health matrix. Provide materials and training for effective instruction.
32. Nutrition topics such as the Food Guide Pyramid, 5-A Day and reading Food Labels will be taught.
33. Continue to support nutrition activities in weekly TRIBES groups. This is a successful venue for us to teach nutrition. Continue nutrition elective. This serves as a useful model to support teachers in providing nutrition as a stand-alone subject.
34. Teachers will use the cooking cart for individual lessons.
35. Will be part of the Health Matrix core curriculum.
36. We haven't reached this point. I would like to address this at the end of the year and come up with a plan that would accomplish this goal. I do believe that some of the above would qualify. Especially the financial support of the Parent organization to purchase books and other nutrition materials.
37. CNP will be available to do cooking in the classroom and assist with projects. We will work with teachers to develop curriculum units, find materials, etc.
38. Go into classroom and show the teacher the ease of integrating nutrition into the required curriculum.
39. 3rd grade teachers will be given 5 a day cassette to help teach students about importance of fruits and vegetables and encourage eating a healthy diet. 2nd grade teachers will use nutra fruit and vegetable books and beanie babies to teach nutrition.
40. Provide the teachers the nutrition education materials and videotapes that can be used in the classrooms.
41. Thus far Nutrition is taught as a stand-alone subject in the 7th & 8th grade Health courses. Here, issues such as body image, making appropriate choices, basic nutrition, and exercise for fitness are addressed. Nutrition Resource Library Curriculum Kits such as Team Nutrition's "Your Self" and Project Lean's "Jump Start" address some of these issues.
42. The lead partners review nutrition education materials which are made available to teachers for instruction of nutrition as a stand-alone subject. Additionally, food services provide nutrition staff for classroom presentations.
43. Nutrition is only taught as a module of Social Studies Program: Grade 3-5: Food Pyramid and Food Groups. Grades 6-7: Basic Nutrition Education. Grade 9: Nutrition Education.
44. Information will be provided to teachers through curriculum matters about nutrition materials that are available and how to get them. Additionally the child nutrition partners will be available to partner with teachers to present these materials (additional materials will be left for teachers to use later).
45. I will be using two recently discovered vehicles at the Jr. High and High School levels to do this. A cooking club has recently been formed at the Jr. High. Meetings take place weekly in the Home Economics Room. I have met with the two individuals who are spearheading this project and offered my assistance with the meetings and demonstrations. A volunteer for the district is a consultant and holds an M.S., R.D. certificate. A parent whose daughter attends the Jr. High is also volunteering her

time. Our plans are to discuss nutrition in conjunction with a short cooking demo at each of the weekly meetings. We then spend the rest of the meetings actually cooking. The volunteers direct the actual cooking projects and I put together the nutrition presentations and cooking demos dressed in full Chef regalia. I will also be giving a kitchen tour combined with a half hour presentation on cooking as a profession for our last meeting in May.

46. This project has also introduced me to our Home Economics instructor. We are planning ongoing presentations on both proper nutrition and cooking as a profession throughout the 99/00 and 00/01 school years and are placing a great emphasis on dissuading anorexic behavior while encouraging balanced nutrition. Our goals are to work with students who are at the Jr. High level this year but will be attending High School next year in the hope of promoting a cooking club at both schools for 00/01. I believe this plan will work extremely well as it also involves three additional partners in our efforts to implement the overall shape plan.
47. Additionally I have also recruited another school nurse, an R.N. from the Healthy Start office to assist us in promoting this program throughout the district bringing the grand total of partners assisting me to five.
48. Teachers will be supported by the Food Service Staff.
49. 5th Grade – Foss Nutrition Kit. We work with teachers to provide support, help and foods for testing ingredients in food – Fat, Cho, ? and calories
50. We have purchased sets of Nifty Nutrition curriculum with all the supporting activities for the students for each grade level. This gives the teachers a good resource for finding stand-alone lessons on nutrition for their classrooms. In addition the students will still be rotating from teacher to teacher each afternoon in our SHAPE rotation changing subject area they are being taught. They will get a nutrition education lesson taught as a stand-alone subject in this rotation every 7 days.
51. The two lead partners will support teachers to teach nutrition as a stand-alone subject through monthly SHAPE lessons via the SHAPE director. Teachers will provide their own nutrition lessons using items provided by the Dairy Council and Team Nutrition materials.
52. Nutrition lessons and educational materials will be available to all teachers in the district.
53. See Model Grant Work Plan.
54. A box of hands-on nutritional items will be available for other interested Teachers to check out.
55. Lead partners will be available for demonstrations or informational presentations.

Describe how the two lead partners will promote nutrition education in the cafeteria.

1. Child Nutrition staff will meet at least twice to learn practical knowledge of nutrition for personal use as well as changing students' habits.
2. Through: Nutrition Advisory Council – Menu Backs – Nutrition Posters.
3. “Kids Cooking Week”, taste testing by students. Nutrition quizzes on back of menus.

4. Continue to run nutrition games and contests, and to furnish nutrition educational material on menus and bulletin boards.
5. (1) Will be offering more organic fruits and vegetables in the cafeteria by offering food bars with produce from the farmers market and garden. (2) Prepare main entrees that incorporated ingredients from the garden or farmer's market. (3) Taste test new products that incorporate food from the garden.
6. Materials will be distributed, posters, giveaways, task testings, nutrient analysis, tours of kitchen, kids cooking week. NAC caret at Jr. High.
7. Participating in American School Food Service National School Lunch Theme. Placing menu items on the food Pyramid Chart.
8. Posters. Five a day salad bars – Elementary, Middle Schools. Contests – creative writing or posters.
9. Cafeteria will be promoted as the “Learning Lab” for nutrition education in the classroom. Sights, smells and tastes of foods discussed in the Learning Lab (with nutrient analysis of each item prepared as the focus of the day).
10. Preschool serves meals and snacks in the classroom. Nutritionists develop cycle menus for use by all centers under CDI/CDC. Food related experiences are incorporated into the menu packets and in quarterly newsletters to centers.
11. (1) By rewarding students who participate in nutrition education with promotional giveaways and contests for Best Class Participation, etc. (2) Putting up nutritional education posters, such as, Pyramid for children. Bruce the Moose and Five-a-Day fruit and vegetable materials. (
12. Nutrition Education in the cafeteria will be supported through the Ethnic menus and coordination with the ethnic nutrition education activities that are being distributed through the Nutrition Education Task Force to the certificate staff at each site. Each menu has contained ethnic information. That information was directly related to the ethnic recipes that were distributed to the teachers. One site used this information twice this year. More sharing and interaction with this subject is necessary. We are a very ethnic diverse community, the teachers do not feel that this effort is necessary in our area. This is a perspective that I didn't expect. We will need to brainstorm this effort to make it successful.
13. A Bulletin Board will be developed, posting nutrition facts and events. Design an annual calendar of nutrition events, “Nutrition at a Glance”. Quick reminders about monthly events will be given to teachers and Child Nutrition staff at the beginning of each month.
14. Bulletin boards in cafeterias will be updated monthly. Pyramid displays are always exhibited and student nutrition related art will be solicited. Nutrition Staff will work with students to do art projects.
15. Through YAC (NAC) groups – Menu Slicks – SHAPE Newsletters.
16. Will put up a “Did You Know” nutrition fact in the cafeteria once a month. Posters on walls.
17. Posters, signs and information posted in cafeterias. Daily lunch choices including salad bar, potato bar, and grab-and-go items. Use vegetables grown in school gardens in salad bars.

18. Students will conduct dietary analysis of their eating patterns. They will evaluate, test and analyze recipes, rotate and learn about different food preparation methods in the cafeteria and be trained to operated and manage food stand.
19. Monthly menus will include nutrition messages. Partners will collect posters and other visual aids and distribute them to the cafeterias.
20. The Food Service Director will put Nutrition Education materials in the cafeteria/student line for students to pick up and read quarterly. Some of the nutrition information regarding the menu will be put out for the students. The Home Economics teacher will help, having students work in our cafeteria thereby sharing support for the program.
21. Staff will enroll in a community college Introduction to Nutrition class by June 2000. 70% of cafeteria staff will complete the course.
22. Make posters for elementary levels.
23. We will decorate the cafeteria with the Food Guide Pyramid and other nutrition education material to reinforce the classroom instruction based on the Food Guide Pyramid. Offer versus serve (OVS) will be stressed, which further supports healthy food choices.
24. Poster displays of classroom nutrition education work in cafeteria. Composting appropriate waste food.
25. We will conduct cafeteria tour for at least one class, once a year. And we will have cafeteria personnel explain the basic nutrition concepts of food for the day. Student Orientation – orientation to the cafeteria.
26. The theme of the cafeteria will be more visible. Every month, a nutritional theme will correlate along with the information provided with the menu. New artwork will be seen on a monthly basis at the target school sites in the cafeteria.
27. Visual displays on the bulletin boards using a monthly/quarterly nutrition theme. Addition of a teacher aide during lunch to assist cafeteria personnel to ensure student compliance for offer vs. serve.
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28. Monthly bulletin board - Fruit/Vegetable of the month - Post Nutrition Factoids - Taste testing - Providing healthy, appetizing meals; new foods.
29. Contests – Bulletin Boards connected with accelerated Reader Nutrition Book – Site Managers work with teachers.
30. Rainy day nutrition education games. Cafeteria Posters. Cafeteria tours. Create bulletin boards with vegetable of the week or nutrition education.
31. Attend all teachers meetings, read materials, have everyone involved in some way on all nutrition activities. Monthly food tasting (new food introduced each month, activities planned around it).
32. We will run promotions throughout the year including NSLW, NNM, fruit/vegetable promotion, etc. Managers will be in-serviced on promotions. We will also encourage participation at Open House.

33. Continue to have contests and Lucky Tray Days. Special promotion days that highlight healthy food on the menu. Utilize for Kid's Cooking classes. Continue use of colorful posters and bulletin boards.
34. (1) Children's artwork depicting healthy foods will be displayed in the cafeteria. (2) AHA Heart Fest menus will be served in October. AHA resources will be supplied to interested teachers. (3) Posters will be used in cafeteria and serving line. (4) Printed menus with nutrition theme will be sent home with each child monthly.
35. We will focus on Point of Sale information. Continued nutrition information to parents. Continue offering a wide variety of healthy lunch time alternatives.
36. Bring a farmers market into the cafeteria to give students the opportunity to see, smell and taste a wider variety of fruits and vegetables. Encourage students to eat a healthy breakfast through participation in National School Breakfast week. Participate in "Kid's Cooking Week".
37. Post the menu on the district website and use it as a tool for advertising cafeteria promotions. Promotions and special events will reflect current classroom or school events.
38. Displaying posters in cafeterias that demonstrate healthful eating. Child nutrition staff to support and encourage healthful food choices of students.
39. (1) Menu planning with students. (2) Nutrient analysis of school meals. (3) Emphasize iron-rich foods in schools meals.
40. Upon request of the teachers doing classes, the cafeteria staff will prepare a special menu to reinforce a classroom lesson. Nutrition Ed materials will be posted in the cafeteria.
41. Taste testing of various fruits and vegetables will be conducted in the cafeteria. Incentives and rewards promoting good nutrition will be offered in the cafeteria.
42. National School Lunch Week activities typing in the classroom and the cafeteria. Johnny Appleseed Day is a school activity as well as a community activity. In the Cafeteria we do a big promotion on apples and it goes along with the education on types of apples, etc. We use posters to promote nutrition education in the cafeteria. We also provide it through the menus sent home to parents.
43. Spring Fling – Posters/bulletin boards, changed monthly – Menu planning, activity brochures, game sheets – Five-a-Day skit, Rap singers.
44. Posters – Promoting fruits and vegetables. Pyramid – 5-a-Day Posters.
45. Posters encouraging healthy food choices will be displayed in cafeteria. Students can use what they've learned in the classroom to make healthier choices and make more choices from the salad bar.
46. Set-up a district wide menu conference at the schools to solicit student's input on menus. Conduct promotions on the student's meals.
47. (1) The American Heart Association's, Heart Fest—Blast Off For Breakfast Elementary School Promotion will be implemented in October. A celebration of Grains Around the World will be offered as classroom curriculum and a special menu will be promoted to offer a grain from a different country each day of the week. (2) Kids Cooking Week offers ideal connections between the classroom and the cafeteria. (3) The Nutrition Services Reading promotion rewards students with a complimentary Juice bar treat if the students meet their reading goal. Nutrition Services continues to

give students & Reading bookmark that provides a place to record each book they read and the teacher/parent to sign-off as confirmation.

48. Promote materials to display. Offer to visit classrooms.
49. Encouragement of use of menus by teachers for nutrition education. Cafeteria promotions stressing nutrition related themes.
50. (1) "Geography Awareness Week" is promoted each November with the cafeteria providing educational displays and themes to compliment topic. (2) American Heart Association "Heartfest" is supported through menuing awareness.
51. We will participate in Kid's Cooking week. Through curriculum newsletter Joyce will let teachers know about activities students can do in the cafeteria, such as count number of servings of fruit they've eaten and then make into a graph to put in cafeteria. Also ? add salad bars.
52. Ongoing marketing and promotions will be implemented at all cafeteria sites with an on "five a day" materials. In addition, "Chef Tim" (myself) will make regular visits during all serving periods to promote these materials without adversely affecting the flow of the serving lines.
53. Participate in student taste test promoted by local vendors displaying nutritious food items for additives on salad bar.
54. By planning and coordinating special events at breakfast and lunch throughout the year. Plan to do Healthy Snack workshop March 2000, 2:00-3:00 pm on Mondays for four classrooms and teachers.
55. We plan to continue our Dino Dinners Club in the cafeteria. The teachers' grades 3-5 eat with their students in the cafeteria each Monday and the cafeteria will emphasize a particular food as the SHAPE food for the day. The students receive points for eating the SHAPE food, more points if they drink all their milk and more if they clean their plate. These points will be rewarded with prizes three times this year.
56. The two lead partners will promote nutrition education in the cafeteria through posters and newsletter addressing the monthly nutrition themes. The child nutrition staff will be involved in some classroom activities.
57. Nutrition education will be promoted in the cafeteria through taste testing with the middle school students. They will sample new foods and learn about nutrition. Elementary schools will have new menu boards that promote the food pyramid and healthy choices.
58. By being on NSMP. Posting more nutrition facts on Bulletin Boards.
59. The new bulletin board will feature student artwork on the subject of health. Garden foods will be featured as available.

Describe how the two lead partners will link nutrition education in the cafeteria and the classroom

1. (1) Develop training for High School students seeking community service credit to take nutrition education to classrooms. (2) Partners will visit classrooms with demos and lessons. (3) To provide \$50/K to purchase food for classroom cooking experience.

2. Through: Nutrition Advisory Council, Menu Backs, Nutrition Posters.
3. We now have a WEB site that provides menu and other nutritional information.
4. Arrange classroom visits. Strive to increase participation of 50% in the Nutrition Resource Lab.
5. (1) Will work with the teachers to create activities that would link serving organic products in cafeteria will be discussed in the classroom. (2) Create activities that students participate picking the produce and food for the cafeteria to prepare the menu.
6. NAC groups – Logo, themes – Health Fair, Newsletter – Nutrition Education lessons.
7. Work with teachers to incorporate classrooms projects into the cafeteria.
8. Same as Above: Posters, Five-a-day salad bars – Elementary, Middle Schools Contests – Creative writing or posters. Surveys – Taste Tests – Garden Plot, Las Flores Middle School.
9. The Cafeteria as a Learning Center or “Laboratory” will be promoted via planned tour of the “Laboratory.” Teacher survey will be completed regarding what value they think this “Laboratory” will be regarding classroom work.
10. Since food preparation is done in the center, child participation in meals or snacks is always encouraged. A coordinated effort will be made to develop a guide of examples of key lessons and formats: how to include nutrition education in the total center program. BEST PRACTICES
11. By providing information on how good nutrition leads to better learning (using some Five-a-Day materials). Teaching students where certain foods come from (Geography) and how they are grown (Farming & Agriculture).
12. Nutrition Education in the cafeteria will be supported through the Ethnic menus and coordination with the ethnic nutrition education activities that are being distributed through the Nutrition Education Task Force to the certificate staff at each site. Each menu has contained ethnic information. That information was directly related to the ethnic recipes that were distributed to the teachers. One site used this information twice this year. More sharing and interaction with this subject is necessary. We are a very ethnic diverse community, the teachers do not feel that this effort is necessary in our area. This is a perspective that I didn’t expect. We will have to brainstorm this effort to make it successful.
13. The cafeteria staff will provide appropriate food items on the menu that connect with lessons being taught in the classroom. Coordinate the nutrition facts bulletin board posted the Cafeteria with teacher’s unit. Child Nutrition Staff available to give specific demonstrations and kitchen tours.
14. Cooking projects are part of the modules that will be taught. Staff will do cooking and art projects with students. Art projects will be displayed in the cafeteria and the cooking projects will relate to nutrition and menu.
15. Cafeteria will provide support for cooking in the classroom and other activities.
16. NUTRITION ADVISORY COUNCILS! Monthly menus including interesting facts and information. Partnerships with P.E. coaches and Student Council activities on campuses. Partnerships with Garden classes.

17. Provide continuous mentoring to teachers and communication with food service managers on opportunities for students to work and learn in the cafeteria.
18. Partners will work with teachers and cafeteria personnel to coordinate the serving of specific foods for lunch when they are being studied in the classroom, i.e., foods of different cultures or vegetables grown in the school garden.
19. The food Service Director will teach a nutrition class to the Home Economics students. At the same time, she will explain the cafeteria program and SHAPE.
20. (1) Brochures, flyers and articles that support nutritional education will be routed to the 9th grade core classes, 10th grade Health class and the Human Services Academy Culinary Arts classes.
21. Handouts and pamphlets.
22. After the students have completed the Food Guide Pyramid lesson, they will identify foods from the cafeteria menu in the appropriate place on the "Pyramid." They will have the opportunity to plan their own cafeteria menu using the "Pyramid." The menu may possibly be used within the district.
23. Classroom visits by food service workers. Tours of cafeterias. Training by food service personnel at nutrition days. Arrange for teachers and food service staff at schools to co-teach. Food chemistry unit.
24. After cafeteria tour, the students will be exposed to nutrition education material to reinforce their understanding and comprehending of basic nutrition concepts that were discussed during the tour.
25. The Child Nutrition Director will encourage School Administrators in the morning to read the school menu for the day. Classrooms will write-up essays on what they are to have that day. The cafeteria will become a learning place with month themes.
26. Pilot cafeteria site to have a nutrition question/comment container placed where students could inquire about nutrition/menu issues. Questions/comments to be reviewed and answers/information posted on bulletin board or menu.
27. Brainstorm cafeteria promotions. Food Service staff visiting classrooms with nutrition stories and taste testing. Promote school gardens.
28. Contests – Bulletin Boards connected with Accelerated Reader Nutrition Book - Site managers work with teachers.
29. SHAPE-UP food game. Students will help plan menus. Read to classrooms books with nutrition messages. Students/Teachers will use cafeteria to prepare special foods which have been planned in classrooms.
30. Cooking projects – Food Themes – Cultural Days.
31. By promoting school breakfast and lunch we will emphasize link between nutrition and learning. We also participate as sponsors in Kids Cooking Week. We developed two brochures for teachers encouraging their support of our program.

32. Kids Cooking Days in selected elementary sites. Food Pyramid classes, wherein students design a menu. Fruit tasting where students sample varieties of pars, etc. Classes during pizza parties – kids learn to use healthy toppings.
33. (1) Food Service staff will visit classroom to conduct tasting activity. Item tasted will appear on cafeteria menu. (2) FS Department will provide food for classroom cooking in conjunction with grade level theme. (3) Cafeteria tours. (4) Attend after school planning meetings to promote a nutrition education component being included in the after-school curriculum.
34. Some of our incentives for participation will be coupons to the cafeteria. In this way we are opening the cafeteria's doors to more people.
35. Participate in the NAC program. Develop and facilitate a nutrition education program for classrooms.
36. Students will select nutrition related themes to decorate their school's cafeteria. Students will plan a weekly menu to be served during lunch.
37. We will conduct student taste tests. Teachers can use this activity to figure percentages based on the results.
38. (1) Use the school garden as a resource for classroom instructions and food for school meals. (2) Through annual Nutrition Fair (FOOD FAIR). (3) High-light iron-rich food in the classroom and cafeteria.
39. Upon request of the teachers doing classes, the cafeteria staff will prepare a special menu to reinforce a classroom lesson. Nutrition Ed materials will be posted in the cafeteria.
40. Menu slicks from SHAPE will be sent home on a monthly basis. Teachers will be encouraged to use the school lunch menu as a way to support and reinforce healthy eating.
41. Using the curriculum in the classroom as a part of the menu planning. Example: The study of different cultures and countries and maybe wear a hat or an entire costume that would represent the country. This is just one of many ideas.
42. Quarterly meetings with teachers to assess needs and accomplishments with goals.
43. Cafeteria will promote 5-a-Day Fruits and Vegetables at monthly assemblies and follow up with classroom activities.
44. Teachers will encourage students, after using scholastic packets, 5-a-Day cassette and Fruit and Vegetable books, to make healthier food choices. Teachers will also use school lunch menu as a teaching tool.
45. The district will have an equipment demo cart to do food demonstrations in the classrooms.
46. See Nutrition Education Work Plan for Cafeteria and the Classroom.
47. Tours of Food Center w/nutrition lesson. Reading in classrooms.
48. When appropriate, curriculum materials relating to cafeteria nutrition topics will be provided to teachers and students.

49. Within framework of the above activities. ("Geography Awareness Week" and American Heart Association "Heartfest").
50. Through curriculum newsletter, we will let teachers know about themes/promotions. We will be doing the cafeteria such as Washington Apple or Florida Citrus and will provide materials.
51. For the balance of the 99/00 school year we plan to limit our efforts in this area to our work with the Home Ec. Dept. and Cooking Club.
52. The link between nutrition education in the cafeteria and the classroom will be promoted through the Farmers' Market Poster contest, directly describing nutritious eating habits with fresh fruits and vegetables.
53. 3-2nd grade teachers will do the peanut butter and jelly sandwiches from garden to table and make sandwiches one day to be served in cafeteria. Food Service Director will lead group. Tour of kitchen for classes interested.
54. We will let the teacher know a week in advance what the SHAPE food will be in the cafeteria and they can talk about it and study the nutrients of that food. The cafeteria will try to make posters for each classroom for each SHAPE food a week in advance.
55. The two lead partners will promote the link between nutrition education in the cafeteria and the classroom through newsletters, menu slicks and posters.
56. Lesson plans that are used in the classroom will be reinforced in the cafeteria. Teachers can also use the school lunch menus as a teaching tool for their students.
57. Having students plan menus. Doing more of a presentation about nutrition first.
58. Cafeteria tours will be available in the fall to educate students about the nutrition of food served.

Building and Maintaining Partnerships

List activities that will be conducted to foster partnership building.

COMPLETE

1. Training session for Kindergarten Teachers – Training for Child Nutrition Staff - Menu sent home quarterly – Invite families to school BBQ with a nutrition emphasis.
2. Offer training on cooking/literature link at Staff Development. Cafeteria/Central tour w /NE activity? Link yearlong schedule to Backward? Planning at Administrative Council. Memo to teachers-planned out year-themes-opportunity. To integrate a lesson (with standards) and cafeteria. Get copy of standards from curriculum. Develop group of elem leads willing to teach lessons. Obtain books that are on accelerated reading list.
3. Cafeteria Tour – Parent Education Nights – Classroom visits.
4. FNEP – Dairy Council – Taste Testing – Menu planning – National Nutrition Month – NAC Food Chart – Shape awareness month.

5. National School Lunch Week – Nutrition Faire – Food Safety Inservice – Disability sensitivity Workshop.
6. Central Kitchen Tours – Five a Day Salad Bars – Farmer’s Market – Garden – Los Flores.
7. Nutrition/Health Fair (MINI-FAIR) sponsored by Cafeteria/Classrooms. Presentation at principals’ meeting. Participate in District Advisory Mtg. Staff development for CNS. Food Safety/Sanitation (Compton)
8. Regional Supervisor Team meetings – Regional training day – Monthly Newsletters – Develop Best Practices for ECE – Garden projects.
9. Cafeteria Tour- Produce Company or Dairy Tour – Farmer’s Market – Menu Planning Contest.
10. Kids cooking week activities - Pumpkin decorating contest - Garnishing competition. Scavenger hunt activity - Food Fair Field Trip.
11. Family/parents/grandparents Day - Food Tasting – Web page for food service – Multi-cultural Days – Breakfast Promotions.
12. Students helping in cafeteria – Kids Cooking Day – Teach nutrition in classrooms.
13. Meet individually with district administrators – Present SHAPE project to all district administrators – Form partnership with Culinary Arts teacher – Establish communication, cooperation, 9th, 10th core teachers – Pilot taste testing for students on campus.
14. Cafeteria tour – Meetings & Discussions.
15. Food chemistry – PASE Garden Conference – Nutrition Days – School gardening & composting – Policy Memos.
16. Cafeteria orientation – Classroom intervention – counselor.
17. Taste testing of new menu items – Meet with student council – Develop resource information – Nutrition curriculum evaluation – Attend off-site conference/course – Food Service info table (PTA meeting).
18. Kitchen tour – Student taste testing/Nutrition stories – Heart lab – A-Z salad bar – Boys & Girls Club Fitness Activities – Fitness activities – Garden activities/Quarterly meetings – Bread Make Assembly – Nutrition workshops – Fitness workshops.
19. School garden meetings – School site council – Report on SHAPE to School Board – Post nutrition information in teacher? – Taste test new recipes.
20. NAC groups – Kids Cooking Week – Salad bar promotion – Open House – Curriculum in. ? – Food available; P.E. sports nutrition – 5 a day story contest – Fruit/veg promo.
21. Cafeteria tours for classes – Central Kitchen Open House – Nutrition Advisory Councils – Headstart Inservices – Department Inservices – 5-A-Day Promotions – Nutrition Services Orientations – School Gardens – Assembly Presentations.

22. Cafeteria tour – Classroom tasting party w/recipe home to parent – Nutrition ed display – Nutrition Book Library Display – Posters & Artwork – Classroom cooking – Printed menus & Newsletters.
23. Vendor Day Task Tests – Taste Test – Classroom Cooking – Alameda County Environmental Health.
24. Students will participate in test-tasting new products and recipes – Food Services will provide resource materials for teachers to use with cooking carts. Upon teacher request, Food Service Director will conduct nutrition class for students. – Collaborate with Valencia School principal on Garden Enhanced Nutrition Ed Project – Help Salsipuedes principal acquire funding for garden grant – Cafeteria will serve as nutrition education laboratories. Food Service staff will provide support for classroom instruction.
25. Meet with student councils – Provide inservices on SHAPE related concepts/topics – Plan menus with student input – 5-A Day Power Play Campaign – Grandparents/special friend day – Monthly nutrition article distributed to sites to publish in weekly bulletin.
26. Health and Nutrition Fair – Spring Fling – Cook book – Heart Fest/ “Jump for Heart” – SHAPE Meetings – Cooking in the Classroom – Monthly Nutrition Activity – Integrate Nutrition Units.
27. Pizza Party – Scholastic Packets – Fruit/Veg Books & Beanie Babies – Cafeteria Tours – Management Meetings.
28. Kid’s Cooking – Nutrition Lessons – Food Demo – Menu Conferences.
29. Nutrition Center Tours (weekly) – Heart Fest-- Grains Around The World – Kids Cooking Week – Parent Packet (NC Tours) – Teacher Packet (NC Tours) – National Nutrition Month Poster Contest – Reading Program Bookmark – N.S. 5-A-Day Fruit & Vegetable Bookmark – Eating Your Way Through The Alphabet Library Program – Nutrition Services Nutrition Education Resource Library – Nutrition Services Nutrition Education Resource Development Committee.
30. Tour Food Center – Menu planning – Classroom reading.
31. Community Task Force – Presentation--Annual Nurse’s Mtg. – Department Newsletter Articles – Food Services Training Sessions – Monthly menu promotions – Classroom presentations – Take Your Family to Lunch Week – ‘Nutrition Book’ Library Donation – California Day of the Teacher Promo.
32. Student Council Meetings – “Project Lean” – Administrative Council Meetings – Parents/Grandparents Breakfast & Lunch – Annual Community Food Drive for Needy.
33. Growing Healthy Training – Kids Cooking week – Dental Health Week – Universal Breakfast – testing? – P.E. Fitness Testing – SHAPE protocol in service for principals.
34. Participation in Cooking club – Partnership & presentations with Home Window box herb gardens.
35. Taste Test survey of new food items – Taste test of Farmers’ Market Salad Br – Farmers’ Market Poster Contest.

36. Peanut Butter Sandwich – School November Feast – Guest Breakfast Chef – Pumpkin Festival – Hawaii & Tropical Fruit Day – Salad Promotion -- May – National School Breakfast Promo -- March G-10 – Try to do other cultural theme meals Asian, Italian, Mexican, American.
37. NAC meetings – Leadership Conference – Field trips – Food Pyramid menu boards – Monthly meetings, updates – Nutrition lesson plans.
38. Menu planning – Tour main kitchen – Bulletin boards – News letters – Contest.

NO ASSESSMENTS

1. Central Kitchen Tour – Nutrition Activity Council – NSMP – Shape Web Site.
2. Cafeteria tour – “Kids Cooking Week” – Kid’s Day In The Park” – Web Site.
3. Cooking classes – Going to Farmer’s Market & buying – Creating menus for cafeteria – Taste testing new organic products – Promote new breakfast programs – Promote universal feeding at one elementary school – Developing & Implementing new nutrition policy – Promote new snack program.
4. Picture Scrapbook – Back to School Night –All American Breakfast Month – Open House – Health Fair – NAC Groups- Kids Cooking Week – Jump for Heart – National School Lunch Week – National Nutrition Month – National Physical Fitness & Sports Month – Board Presentation – “Brain Food” – Rainy Day Activities – Lunch Sack Art.
5. Food Demos at Open House – Classroom activities, games – Health Fair
6. YAC Groups – Menu Slicks – SHAPE Newsletters – Food Show – Taste Testing.
7. Cafeteria tour preschool – Open House booth – Holiday Lunch.
8. Back to School Night Dinners – Ongoing NAC Activities – NAC Shack –Attendance at Jan. Health Conf. – Drinks/Awards for After-school programs – Community Health Fair – School Garden Partnership – Pride-Day Partnerships – School Board Presentations – Teacher/Staff Development.
9. Cafeteria Tour – Student Nutrition and Physical Act. Adv. – Resources for teachers to assist with teaching nutrition – Parent health newsletter.
10. Discuss SHAPE w/3rd grade teachers/school nurse – Food Guide Pyramid lesson plan – Field trip, central kitchen (budget allowing) – Child Nutrition Advisory committee – Parent Institute.
11. Diabetes/Food Allergy Night – National School Lunch Week – Month Menu School Planning – Kids Cooking Week – Informative Menu Slicks – National Breakfast Week – After school Presentations and Snacks – Cafeteria Theme/Presentation Boards – Cooperation with Health Faire.
12. Contest on Number nutrition books read – awards & books from nutrition services – Inservice , continuing cooking carts – Principal buy-in leads to student achievement – Staff work = students/teachers selecting books. Helping or look in the classroom .
13. New “Food of the Month” – Food Essay Contest – Greenhouse Project – Cultural Months.

14. Presentation to Teachers – Information at Back to School Night.
15. Cafeteria Tours – NAC – Nutrition Education in the Classroom – Kid’s Cooking Week – National School Breakfast Week – Back to School PTA meetings.
16. Central Kitchen Tour- Grocery Store Tour – Student Advisory Boards – Student Taste Tests – Cafeteria Decorating – Classroom Presentations – Teacher’s Special Menu – Special Event days – Community Nutrition Night –Newsletters.
17. Health Club field trip, promote fitness – Produce Company field trip, 5-a day- Guest Chef Local Culinary Academy – Local Colleges – Cookbook project – Presentation from Health Care professional.
18. Back to School Night – Monthly SHAPE menu grids – Article in Newspaper – Butte College W/shop.
19. Cafeteria tours – Terra Bella Days Parade-Demos – pass out pamphlets on nutrition to community – Grocery store tours.
20. Kids Cooking Week – Milk Mustache – Essay Contest – Health Fair – 5-A-Day Power Play.
21. See Model Grant Work Plan.
22. Cafeteria Tours – Garden Harvest – Health Presentations/Fieldtrips – Classroom Cooking/Integration – Snack Sales.

PROFESSIONAL DEVELOPMENT

Indicate professional development activities that are planned

COMPLETE

1. Basic Nutrition – Food Safety – Safety Sanitation Nutrition Integration classroom set up into curriculum.
2. Intro Class/DVC – Workshop/NE Lessons – How to Integrate NE into curriculum – How to conduct cooking.
3. Customer Service – Menus and Meal Patterns – Portion Control.
4. FNEP Class – NAC Group.
5. HACCP – Food Safety.
6. CSFSA Conferences – Seminars.
7. Nutrient Analysis – Standardized Recipe – Food Presentation – Menu Substitutions – Training Subordinate Staff – Interpersonal Relationships – Nutrition Guideline – Public Relations – Food Handling, Safety/Sanitation.
8. New Staff – Regional Training – Health issues: calcium, lead/anemia/pediatric obesity, 5 a day.

9. Nutrition Guidelines – Education & Nutrition (SHAPE) – HASSP Food Safety.
10. HACCP – Essential skills – Shaping Healthy Meals – Computer Skills Training – Offering Healthy Meals plus training that is part of model Nutrition Ed Grant.
11. Sanitation to earn Food Handlers Certification.
12. Community college courses – Food preparation w/ Culinary Arts students.
13. Hazard Analysis Critical Control Point – Nutrition – Customer Service.
14. 5th Grade Food Chemistry – Garden Conference – Nutrition Days.
15. Food Handling/Sanitation – Preparing Healthy Meals – Counselor/PE teacher.
16. Kitchen on Wheels – Food Pyramid – Shape Updates – Offer vs. Serve – Customer Service/POS.
17. Fall Sanitation/Food Handling Workshop – Serv Safe Workshop – Food Service Professional Development Workshop – Parent Fitness Training (2) – Nutrition Education WS.
18. Fall SHAPE Workshop – Spring Workshop.
19. Teacher M. ? curriculums – Nutrition topics.
20. Cooking Demos, Rich's – Team Building – Catering Class – Nutrition Service Orientation – HACCP Certification – Health Edge 2000 – Menu Design – Intro. Child Nutrition Programs – Cancer Warning signs.
21. Motivation – Employee Evaluations – Food Presentation – Reducing Theft/Employee Safety – Annual Inservice Topic: TBA – Cooking Cart.
22. Resource Guide – Alameda County Nutrition Workshop – ServSafe Training – Basic skills Training – HACCP and Safety/Sanitation – Documentation and Evaluation of employees – OUSD Policies and Procedures – Vendor Days.
23. Sanitation Certification.
24. Change/Customer Services – Marketing School Lunch.
25. Grade level Health Units – Health/Nutrition Fair – Heart Fest – Cooking in classroom – Attend SHAPE meetings.
26. Safety & Sanitation – Nutrition Update – Challenges in F.S., in year 2000 – Board Presentation – Prof. Dev. For FS Prof.
27. Orientation – Food Demo – Nutrition Mat.
28. NC Class tours – Effective Teaching. Leann Onasch – Management Seminar Field Supervisors & Prod Kitchen Sups. – Lead Cafeteria Staff, start of year inservicing – New teacher training nutr. Ed resource catalogue.

29. Serve It Safe.
30. Annual Nurse's Mtg – Staff Training Sessions – Staff Development Day – Fall Mgr's Mtg – Take Your Family to Lunch - 5-A-Day training.
31. District Teacher Orientation – San Gabriel Valley Workshop – Entry Level Skills – Safety & Sanitation.
32. Growing Healthy – SHAPE menu planning – Record Keeping.
33. Nutrient based menu planning course in Fresno – Ongoing weekly safety & sanitation training – Serv Safe certification.
34. SHAPE Regional Meeting – CSFSA Annual Conference – Teacher Inservice – PTSA Presentations.
35. Safety in Cafeteria, of students – Safety in kitchen – Sanitation.
36. Challenges in F.S. for the year 2000 – Safety & Sanitation – Prof. Dev for F.S. – Board Presentation – Nutrition info-teachers.
37. Cafeteria Managers.

NO ASSESSMENTS

1. Central Kitchen Tour – Nutrition Activity Council – NSMP – Shape Web Site.
2. Child Nutrition Regs. – Food Safety.
3. Sanitation & Safety – Snack Program – Nutrition Education – Food Policy Implementation.
4. Bulletin Boards – Food Safety and Sanitation – Garnishing Techniques – Health Framework Conference – Basic Nutrition – Staff Development for teachers and Child Nutrition Staff.
5. Preparing nutritious vegetarian food – Using Nutri Heroes – SHAPE guidelines – Open house tours – Heart healthy cooking.
6. Menu Design (FCC) – Nutrition & Health (FCC) – Sanitation & Safety (FCC) – Food Handlers – Food Safety Certification – Food Show (info booth).
7. Nutrition Ed/Health (Feb, March, April, May, Nov.) – Health Kids Conf. – Administrator Meeting – Sanitation/Safety (Dec, Jan).
8. Overview- “Pyramid” – SHAPE-NSMP – SHAPE-RMP – Basic Child Nutrition.
9. Mica Cooking in Classroom – Pyramid Menu Prod worksheets for SHAPE- Marketing SHAPE – Parent Summit; Nutrition in School Meals – NSLP week – SHAPE –what is it? – Nutrition & Reading – Nutrition for Teens – Food, Fun, Fit, Fair.
10. New Director Workshop – Serve/Safe Food Safety – NutraKids Compute Class – Nutrition/Food Cart Presentation – Nutrient Standard Menu – Diabetes/Food Allergies.

11. Budget/Work Plan – Integrating Nutrition & Garden – Cooking Cart – Individual Health.
12. Presentation to teacher – SHAPE Meal Pattern, ? Production Records, Offer vs. Serve – CFSA Annual Conference – NET CA Dept of Ed Teleconference – Northern California Child Nutrition Workshop.
13. Serv-Saf Class – Alameda County Workshop.
14. Nutrition Basic's – Sports Nutrition – SMJ.
15. Cooking the Low Fat Way – How to stay healthy thru food – Children & eating disorders – Marketing School Foodservice – Preparing healthy (tortilla wraps) – Videos.
16. Managers Meeting.
17. See Model Grant Work Plan.
18. SHAPE – Materials Update – Kids Cooking Week Overview – Garden Plans Input.

QUESTION 1A

1. Written surveys and personal communications
2. Enthusiasm of students and teachers will be used to assess.
3. Is there an increase in the number of teachers participating. Provide feedback form for each lesson provided.
4. Surveys for parent, teacher and community.
5. Nutrition Mini-grant funds were spent to purchase items needed by instructors. Assessment will be done by visiting the classroom
6. Log with check out dates, sites, and teachers
7. "Report Card" will be designed to assess the effectiveness of the support
8. Assess effectiveness by identifying how frequently ideas were used by teachers in center. Questionnaire or review at monitors.
9. Have the teachers involved in the program and fill out a review sheet with comments and suggestions.
10. The support will be assessed by the fact that the cooking cart is used and the classroom interactions take place.
11. Teachers will be asked to report if resources were used, to what extent used, and evaluate materials used. Materials rated highly will be recommended to other teachers.
12. Send to the Department heads a questionnaire regarding the effectiveness of the information. Calculate if possible how many times information was requested.

13. Observe sales patterns in the cafeteria. Survey Culinary Arts students for understanding of nutritional concepts.
14. Verbal and written skills – Observation assessment – Projects
15. Student performance on unit assessments. Teacher/Food service personnel evaluation of project.
16. By the end of school year 1999-2000, at least 20% of the classes in Agnes Elementary School will be exposed to the nutritional material selected.
17. Meetings with the lead partners and teachers who have utilized the “kitchen on wheels” in order to evaluate it’s effectiveness.
18. On-going communication and feedback from teachers/administrators/nurses to evaluate support.
19. ? beginning and end of school year.
20. Track number teachers in serviced. Track number teachers utilizing materials and to what extent.
21. Feedback solicited from teachers-responses to promotions.
22. Count the number of times food cart is used by other teachers. Track the number of teacher requests for nutrition information. Interview school librarian.
23. Provide evaluations to students and teachers to assess subject.
24. Teachers will be surveyed.
25. Both partners will keep track of faculty requested for assistance. In addition, the child nutrition office will keep track of faculty requests for additional nutrition education resources, such as videos, food pyramid, etc.
26. Student and Teacher surveys. Student test scores.
27. Partners will ask for feedback from teachers who received nutrition packets.
28. Have students fill out evaluation of the project.
29. Existing programs such as Kids Cooking Week, ABC Program, and National Nutrition Month will be monitored through participation numbers.
 - a. Nutrition Education Resource Library usage frequency will be monitored by individual school and number of teachers for the year. Comments from the users will be solicited and appropriate revisions will be incorporated into Lesson Plans, Curriculum Kits, curriculum Standards and Benchmarks, and ease of use. *A questionnaire will be included with every Kit and Lesson Plan that is checked-out of the Library (included school site copies).*
 - b. Teacher Packet effectiveness will be measured by asking each “user” where he/she learned about the Resource Library on the Order form.
 - c. The Nutrition Services Promotional Calendar will be much more difficult to monitor for effectiveness. For each event can be impacted by many changing factors such as,

- d. eligibility, staffing, site Administration, marketing effectiveness. Etc.
- 30. Teacher feedback, student participation and feedback
- 31. Regular meeting between partners and D.S.H.P.M. liaison with teachers.
- 32. We will hand out an evaluation form after our presentation. The number of requests we receive from teachers will be tracked.
- 33. We shall assess our success in this area by monitoring sales and usage figures at the cafeterias and by conducting bi-annual surveys with our student body.
- 34. Effectiveness of support will be assessed through teacher observation, surveys, student feedback, and participation.
- 35. Teachers to assess learning of students and outcomes.
- 36. The effectiveness will be based on the teachers who utilize lesson plans and the information available to them.

QUESTION 2A

- 1. Count number utilizing lessons and compare to previous years.
- 2. Surveys, questionnaires
- 3. End of the year survey
- 4. "Report Card" will be designed to assess effectiveness of support.
- 5. By requesting a written assessment from participating teachers and comments from students
- 6. The effectiveness of the support will be shown as the activities that have happened in the classrooms as reported by the Nutrition Education Task Force member at each site. The surveys will be compiled by October 2000. The subjective impression of the success is very positive. There were problems in the shipping and receiving of the carts, so they were not distributed until February. With the intense spring testing schedules most activity is happening currently. In a few of the schools, internal politics are causing problems but on the whole both the carts and the curriculum is known and will be used in the future.
- 7. Teachers will be asked to report how much instructional time was devoted to teaching nutrition as a stand alone subject. Partners will track how much time they spent working with students throughout the year.
- 8. Send to the Department heads a questionnaire regarding the effectiveness of the information. Calculate if possible how many times information was requested.
- 9. Observe cafeteria sales. Receive feedback from Culinary Arts students to use in decision- making process.

10. Workshop evaluations. Follow-up survey of teachers regarding degree and success of implementation.
11. By the end of school 1999-2000, at least 20% of the teachers who present nutritional intervention to classes will clearly understand and feel comfortable when offering the intervention again in the future. Adding nutrition to the Syllabus for counselor.
12. The number of teachers and the number of times nutrition resources are utilized for nutrition education lessons.
13. Tracking child nutrition presentations.
14. Get feedback from teachers at staff meetings. Contact individual teachers to find out if they are getting resources needed.
15. Track teachers reached. Track counselors reached. Ask for feedback on content taught.
16. Solicit feedback through follow-up visits and calls.
17. Teacher Surveys
18. Providing evaluations to student and teachers to assess subject.
19. Teachers will be surveyed
20. Both partners will keep track of faculty requests for assistance. In addition, the child nutrition office will keep track of faculty requests for additional nutrition education resources, such as videos, food pyramid, etc.
21. Teacher surveys and student work samples
22. Feedback will also be given about 5-a-day cassette and fruit and vegetable Books.
23. Assess the percentage of teachers using the curriculum materials in the third and seventh grades.
24. The check-out frequency of Health/Science Nutrition Education Lesson Plans and Kits will be tracked for each Middle School.
25. Use of and requests for materials and presentation.
26. School Health Program Manager to assess teacher feedback.
27. The number of requests and presentations will be tracked. All materials distributed will have an evaluation form to be completed by teachers.
28. Assessment of the effectiveness of this project will be achieved by looking at actual Home Ec. Class scores based on the materials taught and presented and by ongoing discussions with the students taking part in the Cooking club.
29. Weekly feedback from students, staff and Food Service support personnel.

30. Feedback from teachers.
31. The effectiveness will be based on utilization of the nutrition lesson plans and educational materials.

QUESTION 3A

1. Monitor participation.
2. Supervisor will document usage of selected item at the school before the class is given and compare with numbers after the information has been disseminated.
3. Record number
4. Pre and post tests. Participation in breakfast and lunch programs. Feedback
5. Staff observation of students practicing good nutritional choices.
6. Participation
7. A special "Lab Report" will be prepared by students to assess the value of the lab experience to the individual students.
8. Assess effectiveness by identifying how frequently ideas were used by teachers in center. Questionnaire or site monitors.
9. Short evaluation questionnaire to children or quiz on the nutrition message delivered.
10. The managers at each kitchen site through reports, pictures or on-site visits will document the Nutrition Education activities in the cafeteria. Many activities occurred throughout the year. The most photographed was the apple awareness activity in October. Photos are not an easy commodity in our area. We had two cameras stolen this year, so unless we actually make the effort to take the pictures ourselves documentation will continue to be cumbersome.
11. Child nutrition personnel will be asked to report if they used the posters or other materials offered, and what kind of feedback (if any) they received from students.
12. Putting together a questionnaire to the students regarding the newsletters and feelings regarding food service.
13. Receive transcripts of completed courses.
14. Document participation in projects. Participant self-evaluations. Student surveys of food eaten/composted.
15. At the end of the tour, at least 20% of students attended the cafeteria tour will be asked to categorize food items according to basic four food groups.
16. Bi-annual meetings with the aides to evaluate participation and feedback.
17. Meal participation. Food/Vegetable consumption. Student surveys.

18. Poster contest. Vote for favorite foods.
19. Track feedback from promotions. Track number families reached through open house.
20. Survey cafeteria employees, who will gather comments from the students.
21. Track breakfast and lunch participation. Teacher interviews.
22. Observation of students during breakfast and lunch.
23. The salad bar will be monitored to see if the consumption of fruits and vegetables increases.
24. Surveys and attitudes.
25. The effectiveness of nutrition education will be determined by choices students are making and an increase in fruits and vegetables from the salad bar.
26. Each school that participates in the menu conference, the office will monitor by meal participation.
27. Utilize the evaluation form inside the Heart Fest Kit. Utilize the Evaluation Form provided in the Kids Cooking Week Kit and compare participation to past years.
28. Participation in cafeteria activities, comments from parents, staff and students.
29. Director provides materials directly to participating teachers and maintains contact. School Health Manager is regular contact of Association.
30. We will consider ourselves effective if we participate in Kids Cooking Week and if several nutrition activities occur in the cafeteria.
31. We will plan to conduct surveys at the beginning of the 00/01 school year with both teachers and students to see if our efforts have achieved any success in affecting students' food choices at lunch. Special emphasis will be placed on trying to determine how much of the items that students leave the cafeterias with actually get eaten as opposed to being thrown away.
32. Involve a variety of ethnic and cultural backgrounds, follow-up with survey forms with students feedback, items will be implemented into program based on survey results.
33. Assess attendance of students during special events and reaction. Teachers to assess outcome of workshop. i.e., making snacks at home, talking to parents.
34. The effectiveness will be based on the food choices that the students make. We expect the programs to assist students in making healthy food choices.

QUESTION 4A.

1. Develop evaluation form for teachers who observe. Usage of selected menu items will be tracked.
2. Compare participation in food program (teachers and students) to last year.
3. Keep statistics on visits. Written survey and statistics on material loaned.

4. NAC group discussions, surveys.
5. Teachers observation of students acquisition of learning.
6. Participation.
7. A “Report Card” will be designed for teachers to complete to assess effectiveness of this support.
8. Assess effectiveness by identifying how frequently ideas are used by teachers in center. Questionnaire or site monitors.
9. Comments and suggestions box for teachers to evaluate effectiveness of the support.
10. A record will be maintained of the frequency of the classroom/cafeteria cooperative effort. Teachers will be asked to evaluate the effectiveness of coordinating with the cafeteria.
11. If more students eat in the cafeteria from the previous year.
12. Survey the Culinary Arts students. Observe sales in the cafeteria. Informally check back with 9th & 10th grade teachers to assess the effectiveness of sharing nutritional information.
13. Written, end-of-year unit evaluations by teachers, cafeteria services personnel & students.
14. After classroom intervention, 20% of the students will fully apply their nutrition knowledge in selecting cafeteria food.
15. The number and types of question/comments to demonstrate interest/awareness from the students/staff.
16. Track number of classroom visits.
17. Talk with students. Survey students.
18. Trace teacher input on brochures. Trace participation following promotions
19. Teacher and cafeteria employee feedback.
20. Track participation by kindergarten students in meal programs. Interview after school teachers to determine if nutrition ed is being taught. Interview Food Service Manage to determine if students are more willing to try new food items.
21. Evaluate results.
22. Survey teachers to see how many are using the menus as a teaching tool.
23. Meeting attendance, teacher attitudes and support for the program.
24. Teachers will give feedback and students will be making healthier food choices.

25. Nutrition lessons will be provided in recipes. Monitor by surveying the students response and feedback.
26. Utilize the evaluation form inside the Heart Fest Kit. Utilize the Evaluation form provided in the Kids Cooking Week Kit and compare participation to past years.
27. Availability of materials for students and teachers; use of materials by teachers.
28. Director provides materials directly to participating teachers and maintains contact. School Health Manager is regular contact of Association.
29. If teachers request and use materials for various themes and return evaluation of materials then we were effective,
30. As described in our assessment of the support pertaining to nutrition as a stand-alone subject.
31. Contest finalist will be judged by class peers participating in the program and contest. All participants will receive a certificate and prizes will be awarded to 1st, 2nd, 3rd and 4th place winners.
32. Teachers to assess effectiveness of Lesson FSD to see how many classes are interested in tour of Kitchen.
33. Again the effectiveness will be based upon the food choices that the students make.